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JUNIOR COURSE IN ENGLISH COMPOSITION

BY

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FOREWORD

There are very many books available on the subject of English Composition, but most of them were written to meet the requirements of English or American pupils learning their own mother tongue. Admirable as most of these books undoubtedly are, they can be of but little use in India for pupils studying English. The reasons are not far to seek. For there is not, as there cannot be, any correspondence between the courses of studies in English Composition graded and adjusted to suit pupils in England and those meant for this country. The English pupil has to learn the mechanism of his own mother tongue, and acquire by practice the ability for simple and well-modelled expression of a language which he imbibes as naturally as the air he breathes. This he begins to acquire from the earliest stages of his training. To the Indian pupil English is, and must always remain, a second language, to be acquired in the face of social, psychological, and other disadvantages too obvious to need dwelling upon : he begins the study of English at a comparatively late stage, after his associations have been fully formed; and after he has established his modes of communication with his environment through his own mother tongue. In learning English, he has to learn to modify and perhaps even to conquer, *without destroying or casting off*, those associations—a supremely difficult task for any child anywhere—and cultivate new ones, to do which, outside his class, he has but few opportunities.

It is therefore not to be wondered at if books written expressly to meet the needs and difficulties of the Indian learner are few and far between. Some of them are undoubtedly good within their scope ; but we make bold to say that not a few of them were written with an eye to the specific departmental or local requirements of particular provinces ; others, again, were avowedly of an experimental nature, or have survived their utility, mainly because of the new tone and the new outlook that characterize the latest ideas in the teaching of English (of which subject English Composition is a vital part) in India. We have aimed at supplying these present-day requirements.

The very cordial reception accorded to our *Senior Course in English Composition*, which is receiving an ever growing measure of appreciation both from teacher and taught, attested by the fresh editions of the book which have been called for every year since its publication, encourages us to hope that our understanding of these modern requirements in the subject of English Composition for Indian learners is not quite untrustworthy. If the results show our hope has not been extravagant, we shall deem our labours fully justified.

It is too much to claim that this book is entirely free from imperfections. Any errors or corrections and suggestions for improvement will be gratefully received in view of a subsequent edition, should one be called for.

BARODA,

March 1930

A. X. S.

M. N. M.

FROM THE NOTE TO THE SECOND EDITION

It is very gratifying to the authors to find that a second edition of this book has so soon become necessary. They have taken advantage of it to make minor changes which have been suggested by criticism, and to add a short Index: they are confident that these will increase the value of the book. The printing and binding have also been made distinctive and more attractive. The book has already been recommended for use by the Madras, Mysore, Hyderabad, Baroda and other Educational Departments.¹

November 1931

A. X. S.

M. N. M.

¹ Since prescribed as a textbook by the Bombay and Bengal Departments of Public Instruction.

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TO THE TEACHER

THE PLAN

The book is divided into three sections, and is intended to cover not more than a three and not less than a two years' course of studies in Indian High schools. The three sections have been designed to treat of the following three branches of 'Composition'.

- I. Construction. The sentence : its types, and the mechanism of the several types ; building up, splitting up, and joining of sentences ; and some elementary principles of correct usage.
- II. Free Composition. Forming sentences and paragraphs ; letter-writing ; dialogue-writing ; essay-writing.
- III. Interpretation. Reproduction, summarizing, paraphrasing, explanation and in some degree the appreciation of passages set to the pupils.

It is certainly not intended that the material in the book should be handled in exactly the same order in which it has been presented here : rather the reverse. It is very desirable that Construction, Free Composition, and Interpretation should as far as possible march abreast by progressive stages, preferably on some sort of concentric plan.

Every teacher using this book will follow his own choice and requirement in this respect. We would suggest, however, the accompanying plan of progressive distribution for his consideration.

We presume the book will be taught in three 'stages', whether those stages be coincident with a school year, or a school term, or any similar unit.

	FIRST STAGE	SECOND STAGE	THIRD STAGE
Section I	Ch. I. The Sentence	Ch. V. The Clause; etc. (Easy exercises)	Ch. V. The Clause; etc.
	Ch. II. Affirmative and Negative Sentences	Ch. VI. Joining Sen- tences (Easy exercises)	Ch. VI. Joining Sen- tences
	Ch. III. The Phrase	Ch. VII. Aids to Cor- rect English (Parts v and vi)	Ch. VII. Aids to Cor- rect English
	Ch. IV. Building up a Simple Sentence		
	Ch. VII. Aids to Cor- rect English (Parts i, ii, iii and iv)		
Section II	Ch. VIII. Oral Com- position	Ch. X. Letter-Writing (Parts iv, v and vi)	Ch. X. Letter-Writing
	Ch. IX. First Steps to Written Composition	Ch. XI. Dialogues (Parts i, ii and iii)	Ch. XI. Dialogues
	Ch. X. Letter-Writing (Parts i, ii and iii)	Ch. XII. Paragraphs	Ch. XIII. Essay- Writing
Section III	Ch. XIV. Story-Writing (Parts i and ii)	Ch. XIV. Story-Writing (Part iii)	Ch. XIV. Story-Writing (Parts iv and v)
	Ch. XV. Précis-Writing	Ch. XVI. Paraphrase	Ch. XVII. The Under- standing and Enjoy- ment of Poetry
	Ch. XVIII. Passages of Prose and Verse —Group I	Ch. XVIII. Passages of Prose and Verse —Group II	Ch. XVIII. Passages of Prose and Verse —Group III

Unlike many other books on the subject, the whole of this book has been addressed directly to the pupil.

Hints to the teacher as to how a particular chapter or item may most effectively be handled have not been included in the body of the book. That practice, though not infrequently followed in books on Composition, has disadvantages which cannot be lightly dismissed.

Our aim has been to enlist the personal interest of the pupil in his work, so as to encourage him to proceed along the course set before him, if he is disposed to put in the requisite time and exhibit sufficient initiative. Hints and admonitions to teachers sandwiched in between the chapters and exercises would, in our opinion, be in the right place in books meant exclusively for teachers, but would serve only as interest-breakers when interspersed through pupils' books. And if the principle is accepted that the secret of effective suggestion in education, as in other spheres, lies in the suggestion being induced in the learner without his being even remotely conscious of the process to which he is being subjected, it seems but fair to conclude that hints, directions, and instructions as to the steps and processes by which teachers are expected to teach a particular lesson should not be placed in the hands of the learner along with the text of his lesson.

General Principles

1. Every exercise should be fully threshed out orally in a way that will involve the co-operation and contribution of the whole class. This ought to be the Golden Rule. There may be a few exceptions to the rule, but, as every experienced teacher knows, an ounce of oral work proves more valuable in the long run than a pound of written work. The earlier stages may contain much more oral than written work, and the proportion may progressively change in favour of the latter as the higher stages are reached ; some types of composition exercises may be done the fullest justice by oral work alone, while it may not be true to say as much in the case of certain other types, e.g. letter-writing and essay-writing. The ratio of oral to written work may vary according to the stage and type of composition ; but the fundamental emphasis on oral work as a necessary forerunner and propaedeutic to written work should never be forgotten.

Whatever kind of oral exercise is involved, the following points must be rigorously attended to :

- (a) It is presumed that the teacher will deliver the question or instruction, in the clearest tone, with the correct accentuation and pronunciation, tersely, precisely, directly, and without ambiguity. The pupils' answers too should conform to the same ideal.
- (b) Whenever a pupil does not understand a question once put to him, the same question, with the least possible variation, should be repeated till correctly grasped.
- (c) It should be insisted that every accepted answer be clearly enunciated by the pupil fully, unhesitatingly, naturally ; parts of sentences, a random jumble of words incoherently blurted out, stuttering and fumbling attempts at answers, whether arising from ignorance, diffidence, or nervousness, must be resolutely eliminated.

It may cost the teacher many attempts and a good deal of time to extract the correct answer from the pupils, but it is worth the labour.

- (d) Three things liable to be overlooked in oral composition are :
 - (i) improper pauses in enunciation, (ii) slurring over the last consonant sounds of words, specially, the final *d* or *t* of the past tense or past participle, and the final *g* of the present participle, (iii) wrong spelling of words used by the pupil. The teacher should have his ears ever on the alert to arrest the first two blemishes, and should never hesitate to test the pupils' spelling during oral work.
- (e) The teacher will no doubt do more of the asking part and less of the answering part of the lesson or exercise. As the pupil is thereby likely to develop a one-sided practice, opportunities should frequently be made to encourage pupils to ask as well as answer questions. Dialogues, stories, unseens, and easy stages of descriptive composition naturally afford the best occasions for such work.

2. The plentiful use of the blackboard by the pupil no less than by the teacher is such an elementary principle that it does not need dwelling upon.

3. Written work done by pupils should always follow oral work and blackboard work.

The ideal to be cherished with regard to the correction of written exercises is for the teacher to draw the pupil's attention to every error, and to direct him by suggestive hints and questions, and sometimes by reference to parallel examples, to set right the error. But as large classes are now the rule rather than the exception in most of our High schools for boys, we venture to suggest that it would be of great advantage to have a fixed and regular code of correction signs to be made in the pupil's exercises.¹ 'These signs should be easy to make and clear to read, indicative of the commonest forms of error, not so many as to trouble the memory nor so few as to miss any common class of error, and as far as possible self-explanatory. Also they should be uniform throughout the school, though all need not be employed in the earliest school classes. A sample set is as follows :

CORRECTION SYMBOLS FOR SCHOOL WRITTEN WORK

S = Spelling error

^ = Omission

E = Bad English

G = Bad grammar

? = Truth of statement questioned

! = Exaggeration or bombast

P = Punctuation wrong

O = Omit

Z = Irrelevance

EXAMPLE :

S His english was quite

E difficult for hearing what to mention understanding. The
feelings of ^ poor

S students who were obliged to attend

• O to his lectures can be better imagined than

E described. I ask you that

G whether you shall not join with

¹ What follows is quoted from H. Wyatt, *The Teaching of English in India*, 1925 edition, pp. 120-121.

S me and address to the principle a petition,
 G₁ for does not listening to him drive you and I
 IP quite mad \wedge
 ? A donkey is a small kind of horse.'

Practical Application

Space forbids any extensive discussion of the practical application of the general principles outlined above. We must therefore content ourselves with offering the following brief suggestions :—

Section I : The Sentence.—The whole of this section deals mainly with the principles of construction treated inductively. A familiarity with the broad facts of grammar and accidence has been presumed. Plenty of illustrative material and exercises have been provided to drill the learner in the use and understanding of the topics under discussion. It is suggested that each pupil separately be made to solve *all* the exercises orally ; written work may follow. Exercises under the various heads may easily be supplemented with material from the class reading books as well as from Stories and Unseens (Section III) done by the class.

Chapter IV may be said to be the central portion of this section in importance no less than in location. The treatment of Clauses (Chapter V) should be thorough and exhaustive. The Clause is one of the most common stumbling-blocks—a veritable bridge of sighs—in the progress of the Indian pupil. The importance of the Clause is appreciated not only in sentence analysis, but also in the correct understanding of the rules for the Sequence of Tenses and for Direct and Indirect Narration (Chapter VII). It is impossible to master English usages with regard to Direct and Indirect Narration unless one is at home in the principles of the Sequence of Tenses ; and it is equally impossible to master these principles of the Sequence of Tenses without being well grounded in the function and construction of the various kinds of Clauses.

Section II : Free Composition.—Chapter VIII is intended to introduce the pupil to free ' Composition ' orally. The three subdivisions of

this chapter call attention to the threefold aim to be kept in view in oral work : (1) practice in correct vocabulary and expressions useful in daily practice ; (2) the need to develop in pupils the ability to ask questions as well as to answer them ; (3) to observe the principle of variety in sentence building. Chapter IX carries the same work a step further. Herein lies the germ of every variety of free composition, though the nature of the exercises apparently restricts the student's freedom to a certain extent. The freedom is within restrictions, and this will be found helpful in the case of beginners. Oral work *must* precede written work while doing the exercises in this chapter.

Chapter X, Letter-Writing.—Of all forms of written composition, letter-writing is bound to be of the most lasting and practical use to the learner in his later life. Language is an instrument of communication, a necessary corollary to man's fundamental sociability. The average man must communicate with his fellow men through speech ; the educated man must be able to communicate with those with whom he cannot talk through writing. There must be something very wrong with one's training if at the end of it one cannot convey one's thoughts to another man in a short letter. How many of us are required to write essays or dialogues, or to paraphrase or criticize literary extracts after finishing our course of training at school or college ? But we do have plenty of occasions to write letters—personal letters, social letters, and even business letters—either for ourselves or for others. The graduate or matriculate of a university who shows poor taste, judgement, expression, accuracy, or ability in his letter-writing deservedly brings himself no less than the system of training he has passed through into ridicule and contempt.

The points specially to be borne in mind with regard to this form are (1) correct appreciation of letter forms to suit various occasions, and (2) appropriate and unaffected language in keeping with the form and nature of the communication. As there are no standardized indigenous letter forms in many of the vernaculars, and as, where they do exist, they are radically different from the English forms, our pupils generally find it difficult to realize the importance of these forms and of the need for accuracy in every detail when practising letter-writing in the English way.

Chapter XI (Dialogue-Writing) aims at giving practice in developing felicity of expression with greater accuracy and precision than is possible

to insist on in purely oral conversation. This is the form of composition in which the maximum of oral practice before written work should be the aim. The class may be divided into halves, one half being asked beforehand to be prepared to represent one character or viewpoint, and the other the opposite. Any one of the first set should be ready to start the dialogue with any one of the other set. This will be found to yield better results than fixing definite pairs of pupils to face each other for the preliminary oral work.

No special remarks are needed to supplement the instructions given about writing paragraphs and essays (Chapters XII and XIII).

Chapter XII deals mainly with descriptive themes in a manner suitable for those pupils who may not be yet ready for the full-fledged 'essay'. The term 'essay' is perhaps not quite a happy one in connexion with school composition. 'Theme' or 'thesis' expresses more accurately the meaning, but as schools and universities in India have familiarized the student with the word 'essay', we have used it here. Essay-writing is not intended to test the pupil's knowledge of facts, i.e. his 'General Knowledge'. It is a training in self-expression in correct and simple language. The aim should be to stir the pupil's imagination rather than his memory, and to set value on his powers of expression rather than on his knowledge of facts.

Section III: Interpretation. Chapter XIV, Story-Writing.—The advocates of the Direct Method decidedly deserve all credit for emphasizing the importance of the story as the best means for developing the composition sense in the beginner, and for working out the method of handling it. For want of more space, we take only one story to indicate briefly the procedure we would recommend in using the story in the classroom.

Story 15. 'The Wind and the Sun.'

1. Read the story once.
2. Ask some of the pupils to read it. In doing so, insist upon correct pauses and pronunciation. The reading by a pupil, no less than that by the teacher, should be loud and distinct enough to be heard by the whole class.
3. Set questions to ascertain whether the pupils understand the words and phrases in the story. Explain these where necessary.

4. Ask questions leading to the understanding of the plot ; e.g.
 - (a) About whom is the story ?
 - (b) What happened between them ?
 - (c) What was the quarrel about ?
 - (d) What did the Wind brag about ?
 - (e) What did the Sun brag about ?
 - (f) On whom did they agree to try their power ?
 - (g) Who was to be considered the victor ?
 - (h) Who began first ?
 - (i) How did he set about his work ?
 - (j) What was the result of his efforts ? Did he succeed ?
 - (k) Who came next ?
 - (l) How did he set about his work ?
 - (m) What was the result of his efforts ?
 - (n) Which of the two proved the victor ?
 - (o) What would you say about the nature (character) of (1) the Sun, (2) the Wind ?
 - (p) What is the moral of the story ?
5. Make the pupils set questions like these to their companions.
6. Write the questions on the board. (At a later stage only 'Key-words' forming the outlines of the story should be so written instead of full questions.)
7. Let some of the boys narrate the whole story orally.
8. Let the class write the story with the help of the questions (or outlines) on the blackboard.

Supplementary exercises based on the same story may be introduced next along the following lines :

1. Make the Sun relate the story to the Moon.
2. Write a dialogue between the Sun and the Wind, supposing it to have taken place before the contest.
3. Write a similar dialogue such as might have taken place after the contest.
4. Supposing you were the traveller in the story, write a letter to your friend (or guardian) describing your experiences.

5. Develop each of the following in paragraphs of about 8 lines :
- (a) The Wind began, and blew a very cold blast, and at the same time he brought down a shower of rain.
 - (b) Then came the Sun's turn. He scattered the clouds and warmed the air.
6. Analyse :—
- It was decided that he who first succeeded in making the traveller remove his coat was to be the victor.
7. Join together the last three sentences in the story to form one complete sentence.
8. Use the following in sentences of your own :—
- | | |
|-------------------------|-------------|
| to succeed in | to give up |
| as ... as possible | instead of |
| not only ... but (also) | to take off |

The story (or unseen) may thus be made the foundation of the other forms of composition as the class becomes ready for them.

Chapters XV, XVI, XVII suggest some of the more important ways of leading to the proper interpretation and appreciation of literary extracts and short poems. Some day the pupil will be expected to read through a newspaper article or some such passage and report to others, in his own words, what he has just read, probably without referring to the text. The aim in setting exercises in summarizing or paraphrasing is to train the pupil to understand and reproduce unseen passages *as his own composition*. The treatment in Chapter XVII is intended to eliminate all chances of such mechanical and nondescript attempts as are so often to be met with when exercises in précis-writing and paraphrasing are called for. Not only is the student led to understand the salient features of the passage, but he is also initiated into such of its literary beauties as he may easily appreciate. The teacher will note that the questions appended to the fifteen poems direct attention among other things to the principles of rhyme, rhythm, imagery, alliteration, simile, metaphor, personification, onomatopoeia, etc., but in no case has any technical word been introduced lest it should scare away the learner's interest. The aim is to create a taste for the enjoyment of literary beauties. Literary appreciation does not mean classification under

technical terms, and this dictum we have tried to illustrate in the material provided in this chapter (XVII).

Chapter XVIII presents about eighty unseens, to provide ready material for further work as suggested in Chapters XV, XVI and XVII. We quote the following extracts from the British Board of Education's circulars which, we hope, will be found of interest in this connexion :—

‘ Side by side with the reading and learning of easy *prose* should go the reading and learning of *poetry* . . . Good anthologies should be in the hands of all the pupils . . . An anthology should be used for reading as well as for recitation. Recitation will then flow out of the reading. Children should be encouraged from an early age to learn pieces that attract them. There is no reason why every child in a large class should always learn the same piece or the same number of lines. . . . Fine passages should be listened to and read aloud so frequently that they become a part of the child's life . . . There is one thing far too little cultivated at the present day, viz. the learning by heart of copious extracts from the English Classics.’

SECTION I
THE SENTENCE
CHAPTER I
THE SENTENCE

Read carefully the following groups of words :—

1. The man threw a stone at a bird.
2. The sparrow chirps.
3. Babu, read your lessons.
4. He did not go to school.
5. Are you the monitor of your class?
6. What a nice day !

Each of these groups of words expresses some complete sense.

A word or a group of words expressing some complete sense is a **SENTENCE**.

(a) A sentence states or declares something ; as—

- (1) My father gave me a book.
- (2) Tigers do not eat grass.
- (3) If the boys study well, they will be promoted.

A sentence that states or declares something is an **assertive or declarative sentence**.

(b) A sentence can express a desire or a request ; as—

- (1) Joshi, bring that book.
- (2) Don't disturb me.
- (3) Go.

A sentence that expresses a desire or a request is an **imperative sentence**.

(c) A sentence can ask a question ; as—

- (1) Did you see the new moon ?
- (2) Was the doctor not at home ?
- (3) Have all boys done this sum ?

A sentence that asks some question is an **interrogative sentence**.

(d) A sentence can express some strong or sudden feeling ; as—

- (1) How sweet this rose is!
- (2) What a pity!
- (3) How dreadful!

A sentence that expresses strong or sudden feeling is an **exclamatory sentence**.

Every sentence must have at least one finite verb. For, without a finite verb, a sentence cannot make complete sense.

While writing sentences, remember that :—

- (a) Every sentence begins with a capital letter.
- (b) A period or full stop, i.e. the sign (.), is placed at the end of every declarative or imperative sentence.
- (c) The sign of interrogation (?) is placed at the end of every interrogative sentence.
- (d) The sign of exclamation (!) is placed at the end of every exclamatory sentence.

EXERCISES

Point out in the case of each of the following sentences whether it is Declarative, Imperative, Interrogative, or Exclamatory :—

1. There are many pretty flowers in his garden.
2. My cousin did not win the scholarship.
3. Who was the author of the *Ramayana* ?
4. Go to the ant, and learn its ways.
5. How beautiful!
6. Did you ever see such a beautiful tree before ?
7. Thou shalt not bear false witness against thy neighbour.
8. The Rana of Udaipur never submitted to the Moguls.
9. What a noise!
10. Don't you say your prayers in the morning ?
11. The dog is a much more useful animal than the cat.
12. Did you not try that sum in Algebra ?
13. Hand over your copy books.
14. Will you please give me a cup of water ?
15. Wait here till I return.

CHAPTER II

AFFIRMATIVE AND NEGATIVE SENTENCES

Some of the sentences studied in the last chapter are negative and the others are affirmative.

Now compare the following pairs of sentences :—

- | | |
|--|--|
| 1. I wash my own clothes. | I do not wash my own clothes. |
| 2. The headmaster taught us a poem. | The headmaster did not teach us a poem. |
| 3. Rama rises early in the morning. | Rama does not rise early in the morning. |
| 4. He wrote to me about his illness. | He did not write to me about his illness. |
| 5. The girl found out her mistake. | The girl did not find out her mistake. |
| 6. He is our class-mate. | He is not our class-mate. |
| 7. Is the news true ? | Is not the news true ? |
| 8. Some boys have strong voices. | Some boys have not strong voices. |
| 9. The bird has flown . | The bird has not flown . |
| 10. We shall visit the cinema this evening. | We shall not visit the cinema this evening. |
| 11. He could have arrived by this time. | He could not have arrived by this time. |
| 12. The cattle were driven to the tank. | The cattle were not driven to the tank. |

We learn from the above that :—

- (a) An affirmative sentence can be made negative by using **not** with the main verb.
- (b) If the affirmative sentence has a verb in the simple present tense or the simple past tense, made up of one verb only, the auxiliary *do* (for the present tense) or *did* (for the past tense) is used along with **not** to change it into a negative sentence.

(See sentences 1, 2, 3, 4 and 5 above.)

- (c) The above rule does not apply when the principal verb is 'to be' or 'to have'. (See sentences 6, 7 and 8 above.)

Note also the following examples of sentences having a negative meaning :—

1. He has no house to live in.
2. Nobody came to me for the book. (Nobody = **Not anybody.**)
3. The bird harms no one.
4. The king gave him nothing. (Nothing = **Not anything.**)
5. Brahmins were never fighters.

No suggests negation of number or quantity.

Never means 'at no time whatever'.

EXERCISES

Make the following affirmative sentences negative :—

1. A bird was caught in a net.
2. Napoleon went to Elba.
3. Clive could have become a king.
4. Do you understand the question?
5. Some peacocks have come into our garden.
6. I am monarch of all I survey.
7. Make these sentences negative:
8. The lily is lovelier than the rose.
9. The mail train will run very fast.
10. You will reach Bombay before evening.
11. Return to-night.
12. We have read this book.
13. The girl's sari was of many colours.
14. Stars were shining in the sky.
15. Were these fellows doing their work?
16. Anything that you give will satisfy the beggar.
17. Somebody knocked at the door.
18. He has some money in his pocket.
19. Mohan always reads novels.
20. Someone in the class opened the window.

CHAPTER III

THE PHRASE

Consider the following sentences :—

To die for one's country is noble.

To respect our parents is our duty.

The sparrows **chirping in the trees** build nests.

The dog **in the manger** barked at the cow.

We saw children **flying kites**.

The monkey jumped **to the top of the tree**.

In these sentences, note the groups of words printed in **bold type** : ' to die for one's country ', ' to respect our parents ', ' chirping in the trees ', ' in the manger ', ' flying kites ', and ' to the top of the tree '.

These groups of words have no subject and predicate of their own ; they have no finite verb, therefore they have no complete meaning. They can be used only as parts of a sentence.

A group of words without subject or predicate used as a part of a sentence is a **PHRASE**.

Let us consider more examples.

- (a) (1) **To talk in English** is not difficult.
(2) **To help the poor** is noble.
(3) My younger brother has learnt **to swim**.
(4) I know **how to paint**.

In the above examples, the phrases are used as nouns.

A phrase used as a noun is a **noun phrase**.

- (b) (1) The lid **of the box** was broken.
(2) London **on the Thames** is the capital of England.
(3) Locusts destroy crops **in the fields**.
(4) A horse **belonging to Rama** died yesterday.
(5) The umbrella **presented by my aunt** is lost.
(6) Remove the toys **placed on my table**.
(7) We have no time **to waste in talking**.

In the above examples, the phrases are used as adjectives.

A phrase used as an adjective is an **adjective phrase**.

- (c) (1) Queen Victoria died **in her eighty-second year**.
- (2) The traveller halted **for the night**.
- (3) The soldiers returned **rejoicing at their victory**.
- (4) We attend school **to study**.
- (5) The inspector came **to examine the boys**.

In the above examples, the phrases are used as adverbs.

A phrase used as an adverb is an **adverb phrase**.

NOTE.—We ought to examine the use and meaning of a phrase in a sentence, and not merely its appearance.

Compare the following examples :—

1. **To travel abroad** is profitable.
2. His desire **to travel abroad** was fulfilled.
3. He left home **to travel abroad**.

The phrase ' to travel abroad ' occurs in all the three sentences, but in the first sentence it is used as a noun phrase, in the second as an adjective phrase, and in the third as an adverb phrase.

Take note of the following :—

1. **God willing**, our difficulties will soon end.
2. **Weather permitting**, the match will be played on Saturday.
3. **The war being over**, prices have come down.
4. **His father being ill**, he will not come to school.
5. **The sun having set**, birds and beasts went to rest.

In the above examples, the phrases are independent of the other parts of the sentences.

A phrase used independently of the other parts of a sentence is an **absolute phrase**.

EXERCISES

Search for the phrases in the following sentences and state in the case of each whether it is a noun phrase, an adjective phrase, or an adverb phrase :—

1. The leaves of the tree are green.
2. The school begins work at eleven o'clock.
3. A cock once discovered a jewel of great value.
4. He listened to the story with great pleasure.

5. Love of man is love of God.
6. The train arrived at that very time.
7. They were anxious to go.
8. To err is human.
9. The bowler tries to hit the wicket.
10. My uncle was to leave Bombay for a change.
11. Surrounded by the enemy, the army had to yield.
12. The stone thrown by Shyama struck the window-pane.
13. Grinding corn is difficult.
14. Honest men hate telling an untruth.
15. They saw a temple built of marble.
16. The dog saw his shadow reflected in the water.
17. The roses in the garden are lovely.
18. Boys wishing to pass must work hard.
19. A fire destroyed certain houses standing in a row.
20. A stone hurt a man passing along the road.

CHAPTER IV

BUILDING UP A SIMPLE SENTENCE

I

SUBJECT AND PREDICATE

A

A sentence expresses some complete thought. It can do so only if it makes a statement about something.

Consider the following sentences :—

1. Sparrows chirped.
2. Stars twinkle.
3. We are honest.
4. Smoking is harmful.

5. To forgive is divine.
6. To hurt animals is cruel.

In each of these sentences,

- (i) about whom or what is the statement made ?
- (ii) what is stated about the thing named ?

In sentence 1, (i) the statement is about **sparrows**, and (ii) it is said about them that they **chirped**.

In sentence 2, (i) the statement is about **stars**, and (ii) it is said that they **twinkle**.

And so on with the other sentences.

In every sentence, one part names the thing about which we speak ; the other tells what we say or state about the thing so named.

In a sentence, the naming part is the **subject**, and the telling part is the **predicate**.

The simple subject and the simple predicate are the principal parts (or 'elements') of a sentence.

Each of the sentences given above (Nos. 1 to 6) expresses only one thought.

A sentence expressing a single thought is a **SIMPLE SENTENCE**.

B

Look again at the two principal parts (i.e. the subject and the predicate) of the same six examples.

Consider the subject in each of the sentences.

In 1 and 2, **nouns** are subjects.

In 3, a **pronoun** is the subject.

In 4, a **verbal noun** (sometimes called the **gerund**) is the subject.

In 5 and 6, **noun phrases** are subjects.

A noun, a pronoun, a verbal noun, or a noun phrase can be the subject of a sentence.

Then consider the predicate in each of the sentences.

The predicate is a **finite verb** in each of the sentences.

A simple sentence has only one **finite verb**. (The finite verb is the simple predicate of the sentence.)

EXERCISE 1

Point out the subject and predicate of each of the following sentences :—

- | | |
|-----------------------------|-------------------------------|
| 1. Girls sing. | 11. To walk is pleasant. |
| 2. Rivers flow. | 12. A scorpion stings. |
| 3. Bells are ringing. | 13. A motor car does not fly. |
| 4. I am reading. | 14. A lion roared. |
| 5. Travelling is expensive. | 15. Fishes swim. |
| 6. He paints. | 16. They will sleep. |
| 7. Did he ? | 17. Teaching is not easy. |
| 8. A workman was digging. | 18. The boy runs. |
| 9. Cattle were grazing. | 19. The child did not laugh. |
| 10. We shall see. | 20. To breathe is natural. |

EXERCISE 2

Supply predicates to the following subjects and complete the sentences :—

- | | |
|-----------------------|-------------------|
| 1. Tigers..... | 11. Riding..... |
| 2. The woman..... | 12. Mice..... |
| 3. A boy..... | 13. To paint..... |
| 4. Cows..... | 14. The king..... |
| 5. The carpenter..... | 15. Bullocks..... |
| 6. The pedlar..... | 16. The bee..... |
| 7. The painter..... | 17. The sea..... |
| 8. The frog..... | 18. Monkeys..... |
| 9. You..... | 19. Sailing..... |
| 10. The soldiers..... | 20. Corn..... |

EXERCISE 3

Supply subjects to the following predicates and complete the sentences :—

- | | |
|---------------------|----------------------|
| 1.fly. | 5.laughs. |
| 2.will kill. | 6.is rising. |
| 3.wept. | 7.are sleeping. |
| 4.are playing. | 8.glitters. |

- | | |
|-----------------------|----------------------|
| 9.shall run. | 15.have gone. |
| 10.are singing. | 16.has passed. |
| 11.is budding. | 17.have failed. |
| 12.roared. | 18.will arrive. |
| 13.were writing. | 19.bite. |
| 14.is beautiful. | 20.escaped. |

II

THE OBJECT

When the verb takes an object, the **verb together with the object** forms the predicate.

1. Gopal moves **the chair**.
2. The boy calls **me**.
3. The girl loves **singing**.
4. Kashi learns **to read**.

In these sentences, the verbs with the objects (printed in **bold type**) form the predicate.

Consider the object in each sentence.

In 1, a **noun** is the object.

In 2, a **pronoun** is the object.

In 3, a **verbal noun** (sometimes called the **gerund**) is the object.

In 4, a **noun phrase** is the object.

A noun, a pronoun, a verbal noun, or a noun phrase can be the object of a verb.

Now consider the following sentences:—

1. The teacher gives Babu a prize.
2. I sent Saroj a book.
3. Mother told me a story.
4. Babu showed Rama a picture.

Take sentence 1.

Question.—What does the teacher give?

Answer.—A prize.

Question.—To whom does he give it?

Answer.—To Babu.

Here 'prize' and 'Babu' are both objects of the verb 'gives'.

Similarly the verbs in the other three sentences also have two objects each.

There are certain verbs which can take two objects after them ; one object shows the person for whom something is done, or to whom something is said or given ; the other object shows what is done, said, or given to the person.

The object showing the **person for whom** a thing is done, or **to whom** it is said or given is the **INDIRECT OBJECT**.

The object showing **what is done, said or given** to the person is the **DIRECT OBJECT**.

EXERCISE 4

Point out the subject and predicate of each of the following sentences :—

1. The horse kicked a man.
2. The carpenter makes a table.
3. The judge will punish the thief.
4. God will pardon you.
5. Sparrows build nests.
6. Will he write a letter ?
7. The woodman spared the tree.
8. The hen lays an egg.
9. Washermen wash clothes.
10. Do you know the story ?
11. The boy bought a book and a slate.
12. The girl sells apples and oranges.
13. The cowherd tends cows, buffaloes, and goat
14. The tree has neither fruit nor flowers.
15. He wore a coat and trousers.
16. The woman offered us sweets.
17. The shopman sells him a watch.
18. Father will send me money.
19. Dhondu will lend Keshav a book.
20. The landlord will let the house to me.

EXERCISE 5

Point out the object in each of the following sentences:—

1. The tiger killed a buffalo.
2. The bird-catcher caught a parrot.
3. Will you read the lesson?
4. Have you a pen-knife?
5. Does he sell toys?
6. Drive the nail in, boys.
7. Columbus discovered America.
8. The sailor rows a boat.
9. He lost a purse.
10. The sparrow dropped a feather.
11. He buys a top and string.
12. The girl gathers shells and pebbles.
13. Ali learns spinning and weaving.
14. The servant did not wash the cups and saucers.
15. A tailor makes coats, caps, and shirts.
16. The doctor gave me quinine.
17. I refused him the loan.
18. The father showed the child the ring.
19. Keki brought me a garland.
20. The teacher asked me a question.

EXERCISE 6

Supply objects to each of the following sentences:—

- | | |
|-----------------------------|------------------------------|
| 1. Hari shot a..... | 6. The tiger killed..... |
| 2. Hari broke..... | 7. The cowboy drove.... |
| 3. The boy pulled..... | 8. You removed..... |
| 4. Horses drink..... | 9. The servant rings..... |
| 5. The principal wants..... | 10. The bird will build..... |

EXERCISE 7

Supply a direct object and an indirect object to each of the following :—

- | | |
|-----------------------------|--------------------------|
| 1. God gives...../..... | 7. The shopman told |
| 2. Sita sent...../..... |/..... |
| 3. He will sell...../..... | 8. The customer paid |
| 4. Father will write |/..... |
|/..... | 9. The master taught |
| 5. The merchant let..../... |/..... |
| 6. They offered...../..... | 10. Rama lent...../..... |

EXERCISE 8

Supply subjects to each of the following :—

- | | |
|-----------------------|------------------------|
| 1. love | 6. buy copy |
| flowers. | books. |
| 2. boil | 7. eat leaves and |
| potatoes. | grass. |
| 3. prepared tea. | 8. burn coal. |
| 4. shall get a | 9. sell books, |
| prize. | papers and pencils. |
| 5. offered him | 10. will pay |
| flowers. | them the money. |

EXERCISE 9

Supply verbs and complete each of the following sentences :—

- Boys.....books.
- Devi.....flowers.
- The children.....songs.
- The master.....History.
- A workman.....a pit.
- The man.....you a rupee.
- Mahadev.....grapes and oranges.
- We.....the master a book.
- The lion.....the mouse.
- The carpenter.....chairs and tables.

III

THE ENLARGEMENT OF THE SUBJECT

A word or words added to the subject of a sentence will modify its meaning.

Here is an example :—

1. Boys learn.
2. **Clever** boys learn.

In the second sentence '**clever**' is added to modify the meaning of 'boys' (the subject) ; not all boys, **but only those among boys who are clever**, learn. Let us take more examples.

- (a) 1. **A wise** man saves money.
2. **The old** tree was cut.
3. **That kind and gentle** girl pitied the beggar.

In the above sentences, the modifying words are **adjectives**.

- (b) 1. Akbar, **the Mogul emperor**, ruled in India.
2. Abdul, **his brother**, is ill.

In the above sentences, the modifying words are **appositive**.

- (c) 1. **The policeman's** dog bit me.
2. **His** father has called me.

In the above sentences, the modifying words are **nouns** or **pronouns** in the **possessive case**.

- (d) 1. **A rolling** stone gathers no moss.
2. **A shooting** star flashed in the sky.
3. **Boiled** potatoes are wholesome.

In the above sentences, the modifying words are **participles**.

- (e) 1. The train **from Madras** was late.
2. The hands **of my watch** do not move.
3. Our efforts **to pass** are great.
4. The wish **to take exercise daily** is excellent.
5. The man **sitting on the chair** writes a letter.
6. **Having dined**, we went to bed.

7. Leaves fallen from the trees look yellow.

8. Afraid of the dogs, the fox ran away.

In the above examples, the modifying words are **adjective phrases**.

NOTE.—Articles also are modifiers.

What is added to modify the meaning of the subject is called the **ENLARGEMENT OF THE SUBJECT**. (1) Adjectives, (2) Appositive words, (3) Nouns or Pronouns in the possessive case, (4) Participles, or (5) Adjective Phrases may form the enlargement of the subject.

EXERCISE 10

From each of the following sentences, pick out the subject with its enlargement :—

1. A good boy respects his parents.
2. Did the blackbird sit on the roof?
3. Your book is lost.
4. The wings of a fly are thin and filmy.
5. Horse-riding is healthy.
6. Dadabhai, the grand old man of India, died in 1917.
7. His love for his country was well known.
8. The prince's ability to shoot was extraordinary.
9. He, the offender, shall be punished.
10. Having lost his money, he became miserable.
11. Caught in the net, the lion could not escape.
12. Having jumped into the well, the foolish goat with the big beard could not get out.

EXERCISE 11

From each of the following sentences, pick out the enlargement of the subject :—

1. The noble animal died.
2. The cunning fox robbed the crow.
3. The old man walked a mile.
4. The man on horseback called me.
5. The boy with a blue cap shall answer.
6. The girl wearing golden bangles gathers flowers.

7. The dog in the manger was selfish.
8. The traveller on horseback was attacked by a tiger.
9. Having talked to my friend, I went away.
10. Pierced by a bullet, the wolf was killed.
11. A soldier's life is hard.
12. My grammar book has been lost.
13. The feathers of a peacock are beautiful.
14. Shakespeare, the dramatist, lived in England.
15. Clive, the conqueror of Plassey, founded the British Empire in India.
16. Having rounded the Cape of Good Hope, Vasco da Gama, the Portuguese sailor, reached India.
17. Deceived by the fox, the goat jumped into the well.
18. Defeated by the enemy, the army fled.
19. Caught in the bushes, the vain stag was killed by the hounds.
20. The small hand of a watch moves slowly.

EXERCISE 12

Supply enlargements to the subjects in the following sentences :—

(i) (Use **adjectives** as enlargements.)

1.crown is made of jewels.
2.boys neglect their lessons.
3.stars twinkled in the sky.
4.judge pardoned the offender.
5.politeness is modest.

(ii) (Use **nouns** or **pronouns in the possessive case** as enlargements.)

6.tail is very short.
7.cousin has gone to England.
8.cow was lost.
9.uniforms were new.
10.ears are longer than those of the horse.

(iii) (Use **appositive words** as enlargements.)

11. Mr. Bose,, visited our school.
12. Babar,, was a poet.
13. Aurangzeb,, fought against Shivaji.
14. Buddha,, taught mercy.
15. Rabindranath Tagore, , has written many poems.

(iv) (Use **participles** as enlargements.)

16. The patient recovered.
17. The dog became lame.
18. The boy put aside the book.
19. That woman is my neighbour.
20. The house belongs to a Jew.

(v) (Use **adjective phrases** as enlargements.)

21. Men are coming here.
22. A letter reached here to-day.
23. The King is Emperor of India.
24. The bird has laid two eggs.
25. The river has shallow water.
26. The wish is dishonest.
27. The order was obeyed.
28. The request was granted.
29. His desire was fulfilled.
30. The promise was not believed by me.

IV

THE ENLARGEMENT OF THE OBJECT

A word or words added to the object of a sentence will modify its meaning. Here is an example :—

1. I love boys.

2. I love **clever** boys.

In the second sentence, **clever** is added to modify the meaning of 'boys' (the object); I love, not all boys, but **only those among boys who are clever**. Let us take more examples.

- (a) 1. This man has a **careful** wife.
- 2. The woodman cut the **old** tree.
- 3. A beggar thanked the **kind** and **gentle** girl.

In the above sentences the modifying words are **adjectives**.

- (b) 1. We saw Gama, **the** wrestler.
- 2. Porus fought Alexander **the** Great.

In the above sentences the modifying words are **appositive**.

- (c) 1. You have a **mother's** blessing.
- 2. He hurt **your** dog.

In the two sentences above the modifying words are **nouns** or **pronouns in the possessive case**.

- (d) 1. I see a **shining** star.
- 2. The policeman stops **wandering** beggars.
- 3. The doctor bandaged the **wounded** man.

In the above examples the modifying words are **participles**.

- (e) 1. He questioned the man **with the blue spectacles**.
- 2. We met a traveller **from China**.
- 3. My brother has a desire **to travel**.
- 4. The general had a plan **to defeat his enemies**.
- 5. The hounds killed the stag **caught in the bush**.
- 6. Travellers visit the Taj Mahal **built by Shah Jahan**.
- 7. An officer knocked down a boy **cycling on the wrong side**.
- 8. Name the boys **making a noise in the classroom**.

In the above examples the modifying words are **adjective phrases**.

NOTE.—Articles also are modifiers.

What is added to limit or modify the meaning of the object is called the **ENLARGEMENT OF THE OBJECT**.

(1) Adjectives, (2) Appositive words, (3) Nouns or Pronouns in the possessive case, (4) Participles or (5) Adjective Phrases may form the enlargement of the object.

Both the direct and the indirect object may have enlargements ; for examples :—

1. The lady gave **the good girl** a present.
2. The lady gave **the good girl a costly** present.
3. The lady gave **the good girl wearing a sari/a costly watch with a chain.**
4. The master asked Rahim, **the monitor**, questions **from the book.**

EXERCISE 13

From each of the following sentences pick out the object with its enlargement :—

1. The kite killed the little chicken.
2. Will the arrow hit the red mark ?
3. I have found your purse.
4. The farmer gathered the corn in his fields.
5. Some men have a craving for drink.
6. All boys love Rustom, the captain of our team.
7. We thank God, the Almighty.
8. The king rewarded his services to the motherland.
9. Lord Bentinck abolished the custom of suttee.
10. The headmaster will promote boys passing this examination.
11. He wanted the picture hung on the wall.
12. The merchant hired a sailing-ship.

EXERCISE 14

From each of the following sentences pick out the enlargement of the object :—

1. The shepherd boy raised a false alarm.
2. The king welcomed the learned man.
3. The tortoise beat the bragging hare.
4. A farmer's goose laid golden eggs.

5. A dog guards their house.
6. Mary loves her lamb.
7. The driver heard the guard's whistle.
8. The soldiers obeyed the order to fire.
9. Rana liked the pictures in the book.
10. The king wore a crown sparkling with jewels.
11. The master has given me permission to go.
12. Some cruel boys killed the frogs in the pond.
13. I bought the house, the property of my neighbour.
14. Sarla has a wish to sing.
15. The hunters shot the deer in the forest.
16. The headmaster scolded the boys of the fourth class.
17. Rama defeated Ravana, the king of Ceylon.
18. She had a jar broken at the top.
19. They saw the stars twinkling overhead.
20. The viceroy visited Bombay, the first city of India.

EXERCISE 15

Supply enlargements to the objects in the following sentences :—

(i) (Use **adjectives** as enlargements.)

1. Dalve reads a.....book.
2. The workman makes a.....hole.
3. Horses drew.....carriages.
4. The donkey can carry.....loads.
5. Our tailor makes.....clothes.

(ii) (Use **nouns** or **pronouns** in the **possessive case** as enlargements.)

6. The servant has lost.....umbrella.
7. A snake bit.....calf.
8. Hercules answered.....prayers.
9. The cattle damaged.....crop.
10. My uncle invited.....friend.

(iii) (Use **appositive words** as enlargements.)

11. Will you see Mamu, ?
12. We visited the Taj Mahal,
13. Columbus discovered America,
14. Clive defeated Siraj-ud-daulah,
15. We have seen Lord Baden-Powell,

(iv) (Use **participles** as enlargements.)

16. We have aclock.
17. We gave the beggar aloaf.
18. The bullocks drew thecart.
19. He has amonkey.
20. Do you see astar ?

(v) (Use **adjective phrases** as enlargements.)

21. They have invited friends.....
22. The policeman caught a thief.....
23. We read the news.....
24. The milkmaid brings milk.....
25. He has been working examples.....
26. Some boys have a desire.....
27. My father had the intention.....
28. The fox had a plan.....
29. He knew a way.....
30. We eat food.....

V

THE ENLARGEMENT OF THE PREDICATE

The simple predicate may have a word or words added to modify its meaning. Here are some examples :—

He rang the bell **loudly**. (Here the modifier **loudly** shows **how** he rang the bell.)

The train will arrive **soon**. (Here the modifier **soon** shows **when** the train will arrive.)

I bought the books **here**. (Here the modifier **here** shows **where** I bought the books.)

We have come to **read**. (Here the modifier **to read** shows **why** we have come.)

NOTE.—A modifier of a simple predicate shows **how**, **when**, **where** or **why** the action is done.

Let us consider further examples.

- (a) 1. The bird flew **swiftly** (modifier shows **how**—i.e. manner).
2. The girl returned **immediately** (modifier shows **when**—i.e. time).
3. My uncle will arrive **there** (modifier shows **where**—i.e. place).

In the above sentences the modifying words are **adverbs**.

- (b) 1. She sang in a **beautiful way** (modifier shows **how**—i.e. manner).
2. The master came **before time** (modifier shows **when**—i.e. time).
3. The monkey climbed **up the tree** (modifier shows **where**—i.e. place).
4. He has gone **for a drive** (modifier shows **why**—i.e. purpose).
5. We eat **to live** (modifier shows **why**—i.e. purpose).
6. He studied **to win a prize** (modifier shows **why**—i.e. purpose).

In the above sentences the modifying words are **adverb phrases**.

- (c) 1. Krishna studied **eight years** (modifier shows **how long**—i.e. time).
2. The soldiers returned **home** (modifier shows **where**—i.e. place).

In the above sentences the modifying words are **adverbial objectives**.

- (d) 1. **The weather being fine**, we shall enjoy the walk (modifier shows **why**—i.e. cause).
2. **Rain having fallen**, the tank was filled with water (modifier shows **when**—i.e. time).

In the above sentences the modifying words are **absolute phrases**. What is added to modify the meaning of the simple predicate is the **ENLARGEMENT OF THE PREDICATE**.

EXERCISE 16

From each of the following sentences pick out the predicate with its enlargement :—

1. The sun shone brightly.
2. The stars will appear late.
3. The experiment failed in an unexpected manner.
4. The eagle flew with the rabbit in its claws.
5. The ship sank in the ocean.
6. I shot an arrow into the sky.
7. You come here to learn.
8. The bees assembled to protect the hive.
9. You may rest an hour.
10. The boys are going home.
11. The teacher having arrived, the boys will be quiet.
12. The cat being away, the mice will play.

. EXERCISE 17

From each of the following sentences pick out the enlargement of the predicate :—

1. Alanaschar built castles in the air.
2. Lord Kitchener died at sea.
3. He lighted a lamp to read.
4. He started to go to the park.
5. The lame horse moved slowly.
6. Will he return in a hurry ?
7. The lecturer spoke delightfully for an hour.
8. The rain fell heavily.
9. School being over, the girls rejoiced.

10. Night approaching, the travellers stopped at the inn.
11. Dogs arriving, the deer fled.
12. The officer was dressed plainly.
13. He killed the snake with a stick.
14. The horse reared on his hind legs.
15. The sparrow collected bits of straw to build a nest.
16. The sun rising, the clouds will disappear.
17. The shepherd kept dogs to guard his flock.
18. Robert Bruce flung himself down in terrible despair.
19. Queen Victoria reigned sixty-three years.
20. I waited a long time.

EXERCISE 18

Supply enlargements to the predicate in the following sentences

1. The horse ran.....
2. Akbar ruled.....
3. The cook prepared the dinner.....
4., the boys dispersed.
5. Your brother is sleeping.....
6., the army lost courage.
7. The officer called the villagers.....
8. The goldsmith made ornaments.....
9., the cattle went to graze.
10. The train started.....
11. Aladdin used his magic lamp.....
12., the passengers took their seats.
13. The post office will be closed.....
14. Girls may return.....?
15. The painter drew a sketch.....
16. Some girls were dancing.....
17. Fragrant flowers smell.....
18. She waited.....
19. Could you see them.....?
20. The elephant carried heavy loads.....

VI

THE COMPLEMENT

Certain intransitive verbs require an additional word or words to complete their meaning. Let us take an example.

The sky became cloudy.

If we say merely 'the sky became', the words do not give a full meaning. 'Became' is an intransitive verb, and it requires some word (e.g. cloudy) to complete its meaning.

Such verbs are called **verbs of incomplete predication**.

Let us consider more examples.

- (a) 1. Bombay is a **town**.
- 2. Marathas are **warriors**.
- 3. Natu became a **doctor**.

In the above sentences the additional words are **nouns**.

- (b) 1. The clouds were **dark**.
- 2. Cotton will be **dear**.
- 3. The book became **famous**.
- 4. The garden seems **beautiful**.
- 5. Mangoes taste **sweet**.

- In the above sentences the additional words are **adjectives**.

- (c) 1. The watch is **here**.
- 2. The dog was **in the street**.

In the above sentences the additional words are **adverbs** or **adverb phrases**.

What is added to complete the meaning of a verb of incomplete predication is the **COMPLEMENT**, OR **THE COMPLETION OF THE PREDICATE**.

(1) Nouns, (2) adjectives, and (3) adverbs (or phrases used as such) can form the complement or the completion of the predicate.

In each of the above examples, the complement refers to the subject of the verb. A complement that refers to the subject of the verb is a **subjective complement**.

If the subjective complement is a noun, it has the same case as the subject, i.e. the **nominative case**.

There are only a few intransitive verbs of incomplete predication. They are :—

- (i) **To be, to become, to grow**, and verbs having a similar meaning.
- (ii) **To seem, to appear, to look**, and verbs having a similar meaning.
- (iii) **To taste, to smell, to feel** (when intransitive), and verbs having a similar meaning.

Certain transitive verbs also require, besides the object, an additional word or words to complete their meaning. Here are some examples :—

- 1. The king made him a **minister**.
- 2. We call the bird a **cuckoo**.
- 3. I thought him **foolish**.
- 4. The teacher found the boy **industrious**.

In each of the above examples, the complement refers to the object of the verb. A complement that refers to the object of the verb is **an objective complement**.

NOTE.—If the objective complement is a noun, it is in the same case as the object, i.e. the **objective case**.

EXERCISE 19

From each of the following sentences pick out the predicate with its complement :—

- 1. He is a shoemaker.
- 2. The donkey was obstinate.
- 3. Is the doctor in?
- 4. The buds will become flowers.
- 5. The child fell ill.
- 6. The lion became angry.
- 7. His face looked gloomy.
- 8. The patient appeared better.
- 9. The news proved false.
- 10. He feels giddy.
- 11. The rose smells delicious.

12. They became enemies.
13. The people considered the king selfish.
14. The officer appointed him a clerk.
15. His neighbours called him a miser.
16. They named the steamer 'The Viceroy of India'

EXERCISE 20

From each of the following sentences pick out the complement of the verb :—

1. The author of the book was a Frenchman.
2. That boy will be a soldier.
3. I am busy to-day.
4. Dadabhai Naoroji was a Member of Parliament.
5. This picture is very beautiful.
6. The fields become green in July.
7. Some boys are excellent cricketers.
8. The sea looked very calm.
9. These grapes do not taste sour.
10. My uncle appeared angry.
11. Anant fell ill.
12. Don't feel sorry.
13. The king made him a knight.
14. The bird-catcher set the lark free.
15. The meeting elected him chairman.
16. His failure made him sad.

EXERCISE 21

Supply complements to the verbs in the following sentences :—

1. The tiger looked.....
2. Was the honey..... ?
3. Grasses are.....
4. Napoleon became.....
5. The train seemed.....
6. The weather is.....
7. The horse appears.....

8. Some girls are.....
9. Onions smell.....
10. Pepper tastes.....
11. He considered the example.....
12. Washington made America.....
13. The judge found the accused.....
14. I call the dog.....
15. My mother thought me.....
16. The master did not feel.....

VII

ANALYSIS OF THE SIMPLE SENTENCE

We have now learnt that the elements of a sentence are:—

1. the simple subject ;
2. the simple predicate ;
3. the object ;
4. the enlargement of the subject ;
5. the enlargement of the object ;
6. the enlargement of the predicate ; and
7. the complement.

The simple subject and the simple predicate are the **principal** elements. We cannot have a sentence without these elements, expressed or understood.

The other five are **subordinate** elements. They are not always necessary. They are used in connexion with one or the other of the principal elements.

Remember that every element has its meaning only when it is in its place in the sentence. It is like the live limb of an animal. The leg of a horse, for example, performs its function only when it is a living part of a horse's body. If you cut it off and separate it from the body, it has no function, for it is not a living limb. It is then only a lump of matter. If, further, you separate a principal limb, say, the head, the animal dies, and its other limbs, too, become useless. In the same way, if you separate the complement, for example, from the whole

sentence, it ceases to form part of the sentence and by itself makes no sense. It is then only a word or collection of words. If, further, you separate a principal element—the subject or the predicate—the sentence is destroyed, and its other parts at the same time become meaningless.

To understand a given sentence fully we must distinguish all its elements and note their meaning in relation to each other.

Examine the different elements of the following sentences:—

1. The young warrior steadily approached the white horse.
2. Just now a policeman standing on the road caught a thief running away with stolen goods.

In the first sentence:—

the simple subject is	.. warrior
the enlargement of the subject is	.. The young
the simple predicate is	.. approached
the enlargement of the predicate is	.. steadily
the object is	.. horse
the enlargement of the object is	.. the white

In the second sentence:—

the simple subject is	.. policeman
the enlargement of the subject is	.. (i) a (ii) standing on the road
the simple predicate is	.. caught
the enlargement of the predicate is	.. Just now
the object is	.. thief
the enlargement of the object is	.. (i) a (ii) running away with stolen goods

We have thus distinguished and named the different elements in a sentence.

When we distinguish and name the different elements of a sentence, we analyse it.

The analysis of a simple sentence can be shown in a table such as is given below :—

SUBJECT		PREDICATE			
The simple subject	The enlargement of the subject	The simple predicate and complement	The enlargement of the predicate	The object	The enlargement of the object
warrior	The young	approached	steadily	horse	the white
policeman	(1) a (2) standing on the road	caught	Just now	thief	(1) a (2) running away with stolen goods

EXERCISE 22

Analyse the sentences given below :—

1. A small motor fishing-boat crosses once a week from the opposite shore.
2. The old sailor went away slowly, shaking his head.
3. The shepherd's flock grazed in the forest.
4. Everyone knows something about outdoor games.
5. They saw some old men standing by the wayside talking.
6. Look at the map of India.
7. We have learnt the causes of rain.
8. For many hours they saw nothing.
9. A wise child obeys its parents' advice.
10. The customs of some African tribes are interesting.
11. Every day the starving poor
Crowded around Bishop Hatto's door.
12. A pretty little maiden gathered berries on the hill.
13. The lion shall lie down with the lamb.
14. Sweet notes of music came from the palace tower.

15. Charity begins at home.
16. Our guide led us to a little inn far from the station.
17. The tower was surrounded by a thick forest.
18. Did you hear the ringing of the bells?
19. Down sank the bell with a gurgling sound.
20. How far the little candle throws its light!
21. Birbal, the humorist, lived at the court of Akbar.
22. The lion, the king of animals, is found in Kathiawar.
23. Death makes all men equal.
24. He came to my house late at night.
25. The horse, the faithful friend of man, has been forgotten since the coming of the motor car.
26. Calcutta, once the capital of India, is well known for jute manufacture.
27. Spring having come, the cuckoo singing in leafy bowers will delight our hearts.
28. The train being late, the passengers on the platform were becoming anxious.
29. The book bought to-day cost two rupees.
30. The annual examination will last a week.
31. To wait longer was impossible.
32. To cross a river in flood is very dangerous.
33. To put off till to-morrow the work to be done to-day is unwise.
34. Travelling in olden times was difficult.
35. To travel nowadays is neither risky nor costly.
36. Reading makes a man perfect.
37. Telling a lie once tempts one to tell more lies.
38. Barking curs do not bite.
39. The girls studying in this school are taught to cook.
40. My eldest brother is a doctor in Madras.
41. The patient is better to-day.
42. To the west of India is the Arabian Sea.
43. He appeared to be happy.
44. I thought him to be a fool.

45. We saw the Indus, the greatest river in India.
46. He dislikes playing cards.
47. The chief trade of the villagers is weaving.
48. She saw many beasts of prey in the jungle.
49. How many boys watched the cricket match to-day ?
50. They saw the glittering dew on the grass.

CHAPTER V

THE CLAUSE : COMPLEX, DOUBLE, AND MULTIPLE SENTENCES

I

THE CLAUSE

A

Consider the following sentences :—

I believe	that he is honest.
Shrikant found the pen	which you lost.
We like ice	when the weather is hot.
I purchased the book	you recommended.

Examine the two groups of words in each sentence, one printed in **bold** and the other in ordinary type.

Each group has a subject and predicate of its own. Each has a finite verb, and, therefore, makes complete meaning. But each group is **only a part** of a sentence.

A group of words having subject and predicate and used as a part of a sentence is a **CLAUSE**.

Let us examine the following additional sentences and note the relation between their clauses :—

Correct the mistakes **which you have made**.

I remember the house **where I was born**.

If you take medicine you will recover soon.

When I reached the station the train had left.

Each sentence here has two clauses, of which one is more important in the sentence than the other. The more important clause contains the main or leading thought of the sentence. The other depends upon the clause which contains the main thought.

A clause containing the main or leading thought of the whole sentence is the **PRINCIPAL CLAUSE**.

A clause depending on another clause for its meaning is a **SUBORDINATE CLAUSE**.

A principal clause may stand as an independent sentence, but a subordinate clause cannot.

B

Subordinate clauses are of different kinds.

- (a) 1. **That you are innocent** is clear.
2. My question is **whether you will lend me money**.
3. No one knows **who will be the next viceroy**.
4. We are not satisfied with **what you offer**.
5. Our success depends on **what the master teaches**.

In the above examples, the subordinate clauses are used as nouns. A subordinate clause used as a noun is a **NOUN CLAUSE**.

- (b) 1. The aeroplane **that started from England last week** has not yet arrived.
2. Do you remember the lesson **which was taught yesterday**?
3. Call a man **who can row a boat**.
4. He explained the reason **why he was absent**.
5. Have you seen the place **where the accident took place**?
6. The man **we met in the morning** is a banker.

In the above examples, the subordinate clauses are used as adjectives. A subordinate clause used as an adjective is an **ADJECTIVE CLAUSE**.

- (c) 1. We must read **as we speak**.
2. Don't interrupt **when the master is speaking**.
3. A building was erected **where there was an open maidan**.
4. I work hard **that I may get a scholarship**.

5. She dismissed her servant, **because he was dishonest.**
6. **If you come too late,** you will lose your rank in the class.

In the above examples, the subordinate clauses are used as adverbs.
A subordinate clause used as an adverb is an **ADVERB CLAUSE**.

NOTE.—A noun clause is generally joined to the principal clause by **that**, or by **if, whether, how, when, who, what, which, why**, etc.

An adjective clause is generally joined to the principal clause by (i) the relative pronouns **who, whose, whom, which, that, what, as**, or but (negatively); or (ii) the relative adverbs **when, where, whence**, etc.

An adverb clause is generally joined to the principal clause by **as, than, if, whether, unless** (to show manner or condition); by **if, when, whenever, as, while, till, before, since** (to show time); by **where, whenever, whence** (to show place); or by **that, in order that, lest, as, because, since** (to show cause or purpose).

Sometimes the word joining a subordinate clause to the principal clause is omitted or remains understood.

A word joining a subordinate clause to the principal clause is a **SUBORDINATE CONJUNCTION**.

The use and meaning of a clause in the sentence, and not its appearance, must be considered.

Compare the following examples:—

1. I do not **know where he lived last year.** (where . . . year is a noun clause.)
2. That is the place **where he lived last year.** (where . . . year is an adjective clause.) *
3. He does not live now **where he lived last year.** (where . . . year is an adverb clause.) *

The subordinate clauses in these examples are alike in appearance but different in function.

EXERCISE 1

Distinguish the clauses in the following sentences, and say to which kind each belongs:—

1. The merchant **whom you know** has gone to Bombay.
2. Do you know the reason **why an aeroplane can fly?**
3. None but the **strong** can become soldiers.
4. He does not say **why he wants money.**

5. I agree that union is strength.
6. Will you tell me how you solve this example ?
7. Find out from the guard when the train will start.
8. He heard that his friend was ill.
9. Write what you know about Babar.
10. The wonder is that you did not write to me.
11. My question is what you were doing till now.
12. The news that there was a fire in Bombay is true.
13. It is certain that the dog was mad.
14. While you solve the example, I shall write an essay.
15. As soon as the post arrived, he called me.
16. Do not go out till I return.
17. Alexander the Great was quite young when he died.
18. Carts can go where a motor car cannot.
19. Whenever he stood up, the teacher ordered him to sit down.
20. He cannot come to school, because his brother is ill.
21. As the sky is cloudy, the stars cannot be seen.
22. Do as your teacher bids you.
23. He saves money in youth so that he may be happy in old age.
24. The weather was so hot that we could not go out of doors.
25. If I pass the examination, I shall go into business.
26. Whether he comes or not, I shall go out for a walk.
27. The gloomy mists which had surrounded us so long have left us.
28. Football is a good game to play when the weather is not too hot.
29. One day when I came to a place where I used to sit to watch the stars, I found that a man was waiting for me.
30. As soon as one of the elephants came to the yard, he was loaded with timber.
31. Pelias had hoped that Jason would be killed.
32. The news spread over all the land that the beautiful princess had waked from her sleep.
33. Have you ever noticed how straight and smooth are the rails on which the trains run ?
34. Seven fairies who lived in that land had been invited to the feast.

35. Once upon a time there were three little boys who went from home to seek their fortune.
36. Blessed are the merciful, for they shall obtain mercy.
37. What his debts are is not known.
38. This happened after your grandfather died.
39. They were welcomed by the villagers who were very hospitable.
40. I tell you that which you do not know.
41. You have forgotten what I told you yesterday.
42. He has not written any letter since he went to England.
43. Live well that you may die well.
44. Did you hear of the man who sat down on the bank of a river to wait till the water flowed past, so that he might walk across it?
45. Not a soldier discharged his farewell shot O'er the grave where our hero we buried.
46. They are slaves who fear to speak For the fallen and the weak.
47. The sun that shines all day so bright,
I wonder where he goes at night.
48. My heart leaps up when I behold
A rainbow in the sky.

II

THE COMPLEX SENTENCE, THE DOUBLE SENTENCE AND
THE MULTIPLE SENTENCE

Examine the clauses in the following sentences :—

My father gave me **what he had in his pocket**.

Children **who quarrel** are not liked by their parents.

The lady **who has come from England** said **when she was here**
that she wished to stay in this country.

Each of these sentences has one principal clause and one or more subordinate clauses.

A sentence having only one principal clause and one or more subordinate clauses is a **COMPLEX SENTENCE**.

Examine the clauses in the following sentences :—

School was over *and* the boys went home.

Either return my book *or* pay its price.

In a motor accident, a man **who was driving the car** died, *but* the passengers **who were sitting inside** were not hurt.

Rama defeated Ravana, brought Sita back from captivity, *and* the people rejoiced at this ; *for* the cruel Rakshasas were destroyed in the war.

In these sentences (i) the clauses in ordinary type are Principal clauses and (ii) the clauses in bold type are Subordinate clauses.

You notice that each sentence has two or more principal clauses. (The connective words are printed in *italics*.)

Words connecting in a sentence two or more clauses of the *same* kind (which may be called Co-ordinate clauses) are Co-ordinating Conjunctions.

The usual co-ordinating conjunctions are : **and, or, but, for, because, either . . . or, neither . . . nor.**

A sentence having two principal clauses (with or without any subordinate clause) joined together in a sentence is a **DOUBLE SENTENCE**.

A sentence having more than two principal clauses (with or without any subordinate clause) joined in a sentence is a **MULTIPLE SENTENCE**.

EXERCISE 2

Of what kinds are each of the following sentences ? Distinguish and name the clauses of each.

1. Not only was his father rich, but he himself had earned a large fortune in Africa.
2. Once upon a time, a good many years ago, there was a traveller, and he set out upon a journey.
3. The fruit of the palm cannot easily be gathered, for the tree is very high, and the dates grow only at the top.
4. Few and short were the prayers we said.
5. When it rained, they loved to watch the falling drops, and to smell the scent of the moistened earth.

6. The lily-white doe Lord Ronald had brought
 Leapt up from where she lay,
 Dropt her head in the maiden's hand,
 And followed her all the way.
7. The evil that men do lives after them.
8. All that glitters is not gold.
9. A terrible roar shook the ship in all her timbers, and
 wrapped her in a cloud of smoke.
10. The day was over, the sun set, and the stars began to
 twinkle, but the boy was not found.
11. Swiftly, swiftly sailed the ship,
 Yet she sailed softly too.
12. They fought the dogs and killed the cats
 And bit the babies in the cradles.
13. To err is human, to forgive divine.
14. He thought, as he sat, of his dear native home.
15. While she did this, the man who had brought the basket
 sat down.
16. The building was destroyed by the fire, but the whole
 family was saved.
17. The sport was at its height, the sliding was at the quickest,
 the laughter was at the loudest, when a sharp, smart
 crack was heard.
18. Turning again, he saw a child who was following in his
 footsteps.
19. Men may come and men may go,
 But I go on for ever.
20. His eyes swam in his head, his head gradually sank, and he
 fell into a deep sleep.

III

ANALYSIS OF THE COMPLEX SENTENCE

To analyse a complex sentence, we must :—

1. Distinguish the principal clause ;
2. Distinguish each subordinate clause, and
 (a) point out its function,

- (b) say whether it depends on the principal clause or upon some other subordinate clause,
 (c) point out the connective (i.e. the subordinating) conjunction or the co-ordinating conjunctions of each clause ;
3. Analyse the principal clause as a simple sentence ;
 4. Analyse each subordinate clause separately as a simple sentence.

Let us analyse one or two complex sentences.

Example 1.—The soldiers who returned from the war were given a pension.

Clauses

- | | |
|--------------------------------------|---|
| I. The soldiers were given a pension | Principal clause. |
| II. who returned from the war | Adjective clause, depending on (I), modifying soldiers ; connective who . |

The whole is a Complex sentence.

ANALYSIS IN TABULAR FORM

Clause	Connective	SUBJECT		PREDICATE			
		Simple subject	Enlargement of subject	Simple predicate with complement	Enlargement of predicate	Object	Enlargement of object
I	—	soldiers	The	were given	—	pension	a
II	who	who	—	returned	from the war	—	—

Example 2.—When the scouts who had come from Mysore reached there, they were so tired that, if I had not given them refreshments, they would have collapsed.

Clauses

- | | | |
|-------|--------------------------------------|--|
| I. | they were so tired | Principal clause. |
| II. | when the scouts reached there | Adverb clause, depending on (I), modifying were tired . |
| IIa. | who had come from Mysore | Adjective clause, depending on (II), modifying scouts . |
| III. | that they would have collapsed | Adverb clause, depending on (I), modifying were tired . |
| IIIa. | if I had not given them refreshments | Adverb clause, depending on (III), modifying would have collapsed . |

The whole is a Complex sentence.

ANALYSIS IN TABULAR FORM

Clause	Connective	SUBJECT		PREDICATE			
		Simple subject	Enlargement of subject	Simple predicate with complement	Enlargement of predicate	Object	Enlargement of object
I	—	they	—	were tired	so, that, etc.	—	—
II	when	scouts	the	reached	there	—	—
II(a)	who	who	—	had come	from Mysore	—	—
III	that	they	—	would have collapsed	—	—	—
III(a)	if	I	—	had not given	—	them (indirect) refreshments (direct)	—

EXERCISE 3

Analyse the following sentences :—

1. He lives long who lives well.
2. The king whose ministers misguide him is to be pitied.
3. He is the horseman whom you want.
4. I did not find the book which contains the poem.
5. That he is clever in mathematics is well known.
6. That such a step is advisable was explained to him.
7. Who invented the plough is not recorded in history.
8. How he will act remains to be seen.
9. It is unlucky that he fell ill on the day of the examination.
10. Whether he helps or not is a matter of no importance.
11. We should remember that God is everywhere.
12. Save what you can.
13. We cannot say when we shall die.
14. You can understand why the British succeeded in India.
15. See whether the car has come.
16. He could not make out what was written in the letter.
17. A tree which gives fruit should not be cut down.
18. My friend who has come from Africa told me stories which he had heard from the negroes.
19. Do not say things you do not understand.
20. God sees us wherever we may be.
21. When autumn comes the leaves fall off.
22. I shall feel happy when my father returns.
23. Who was the Emperor of India when Sir Thomas Roe came to India from England?
24. Enter the classroom as soon as the bell rings.
25. The storm was so violent that trees in the forest fell down.
26. He sold the car because he wanted money.
27. The boys slept early that they might rise early.
28. The stars appear small, because they are very far away.
29. You will prosper if you live in peace.

30. Provided there is a holiday to-morrow, I will play in the match.
31. The rapid spread of information of all kinds in our day tends to make men and women content with general knowledge of many subjects without accurate acquaintance with any.
32. What is this life if, full of care,
We have no time to stand and stare?
33. Happy the man, whose wish and care
A few paternal acres bound.
34. He prayeth well who loveth well
Both man and bird and beast.
35. Birdie rest a little longer,
Till thy little wings are stronger.
36. How happy is he born and taught
That serveth not another's will.
37. Under this stone does lie
One born for victory.
38. It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee.
39. The boy stood on the burning deck
Whence all but he had fled.
40. Where the pools are bright and deep,
Where the grey trout lies asleep,
Up the river and o'er the lea,
That's the way for Billy and me.

IV

ANALYSIS OF THE DOUBLE SENTENCE AND THE
MULTIPLE SENTENCE

To analyse a double or multiple sentence, we must:—

1. Distinguish each co-ordinate principal clause, together with its subordinate clauses, if any;
2. Point out the co-ordinating conjunctions;

3. Analyse each co-ordinate principal clause (and its subordinate clauses, if any) separately, and

- (a) if the principal clause has no subordinate clause, it must be analysed as a simple sentence,
- (b) if the principal clause has any subordinate clause, it must be analysed as a complex sentence,
- (c) if a clause has words understood or not expressed, they must be supplied in the analysis.

Let us analyse one or two double and multiple sentences.

Example 1.—Night fell, but our dog had not returned home.

Clauses

I. Night fell

Principal clause.

II. our dog had not returned home

Principal clause, co-ordinate with (I).

The whole is a Double sentence.

ANALYSIS IN TABULAR FORM

Clause	Connective	SUBJECT		PREDICATE			
		Simple subject	Enlargement of subject	Simple predicate with complement	Enlargement of predicate	Object	Enlargement of object
I	—	Night	—	fell	—	—	—
II	but	dog	our	had not returned	home	—	—

Example 2.—Our guest who had come from Lucknow rose early in the morning while I was sleeping, and left our house.

Clauses

I. Our guest rose early in the morning

Principal clause.

Ia. who had come from Lucknow

Adjective clause, depending on (I), modifying **guest**.

Ib. while I was sleeping Adverb clause, depending on (I), modifying **rose**.

II. (our guest) left our house Principal clause, co-ordinate with (I).

The whole is a Double sentence.

ANALYSIS IN TABULAR FORM

Clause	Connective	SUBJECT		PREDICATE			
		Simple subject	Enlargement of subject	Simple predicate with complement	Enlargement of predicate	Object	Enlargement of object
I	—	guest	Our	rose	early in the morning	—	—
I(a)	who	who	—	had come	from Lucknow	—	—
I(b)	while	I	—	was sleeping	—	—	—
II	and	(guest)	(our)	left	—	house	our

Example 3.—The engine whistled, and the guard waved his flag, but some passengers who could not find their seats were anxiously running about from carriage to carriage.

Clauses

I. The engine whistled Principal clause.

II. the guard waved his flag Principal clause, co-ordinate with (I).

III. some passengers were anxiously running about from carriage to carriage Principal clause, co-ordinate with (II).

IIIa. who could not find their seats Adjective clause, depending on (III), modifying **passengers**.

The whole is a Multiple sentence.

ANALYSIS IN TABULAR FORM

Clause	Connective	SUBJECT		PREDICATE			
		Simple subject	Enlargement of subject	Simple predicate with complement	Enlargement of predicate	Object	Enlargement of object
I	—	engine	The	whistled	—	—	—
II	and	guard	the	waved	—	flag	his
III	but	passengers	some	were running about	anxiously from carriage to carriage	—	—
III(a)	who	who	—	could not find	—	seats	their

EXERCISE 4

Analyse the following sentences :—

1. Then all the people in the court were astonished and they began to think that their judge was not at all stupid.
2. One cold night, as an Arab sat in his tent, a camel gently pushed aside the flap of the door, and looked in.
3. The bell rang, the boys took their seats, and the teacher entered, but Latif was not to be seen.
4. I reached the hotel in time, but I neither wanted food nor desired to sit in the moonlight.
5. The son got down from the ass, and his father took his place.
6. The shepherd drove his flocks to pasture, and his faithful dog accompanied him.
7. The sky was cloudy and the sea was stormy.

8. Siris fell down and broke his glasses, and Sita too lost her balance and would have fallen, but she caught hold of the railings and was saved.
9. They sat on the sands and he tried to discuss their home affairs, but she took no interest.
10. The way was long, the wind was cold.
11. Mr. Shastri went to Africa, because the Government sent him there.
12. They deserved respect, for they were good men.
13. He is either a rogue or a fool, and you should not move in his company.
14. Cromwell gathered his followers, trained them as soldiers, and defeated the king in battle after battle, till he surrendered.
15. Tell me where a man is often found, and I will tell you his character.
16. You may learn by your own experience, or you may profit by the experience of others.
17. We saw the man and shouted to him, but he did not hear us.
18. God made the country, and man made the town.
19. Now tell us all about the war,
And what they fought each other for.
20. We steadily gazed on the face of the dead,
And we bitterly thought of the morrow.
21. John Gilpin at his horse's side
Seized fast the flowing mane,
And up he got in haste to ride,
But soon came down again.
22. My little ones kissed me a thousand times o'er,
And my wife sobbed aloud in her fullness of grief.
23. Art is long, and time is fleeting,
And our hearts, though stout and brave,
Still like muffled drums are beating
Funeral marches to the grave.

EXERCISE 5

Analyse the following sentences :—

1. Somebody has been sitting in my chair.
2. That the earth is round is what our forefathers did not know.
3. Serpents hissed and lions roared.
4. Once a haystack took fire, and it seemed as if the little ones of the bird that had built its nest in it would be burnt alive, but the brave mother bird darted into the stack, lifted up its young ones, and carried them to a safe place.
5. On Linden when the sun was low,
All bloodless lay the untrodden snow,
And dark as winter was the flow
Of Iser rolling rapidly.
6. By torch and trumpet fast arrayed,
Each horseman drew his battle blade,
And furious every charger neighed,
To join the dreadful revelry.
7. A simple child
That lightly draws its breath,
And feels a life in every limb,
What should it know of death?
8. The moon fairy came nearer and nearer, dancing and swaying in the moonlight.
9. Whoever broke the glass will be punished.
10. Neither food nor weather has any effect on them.
11. Let me know when you return.
12. The cuckoo builds no nest for herself, but lays in the nests of other birds, and avoids the trouble of rearing her young ones.
13. Close on the hounds the hunter came,
And cheer'd them on the vanish'd game,
But, tumbling in the rugged dell,
The gallant horse exhausted fell.
14. The boy who is idle now will be a sluggard in later life.

15. Your country expects you to do your duty.
16. Don't regret this has happened.
17. He knows how to please his friends.
18. John Gilpin was a citizen,
Of credit and renown.
19. Try and you will succeed.
20. A nightingale, that all day long,
Had cheered the village with his song,
Began to feel, as well he might,
The keen demands of appetite.
21. The silk merchant was a native of Bangalore.
22. The teacher had foretold that he would become famous.
23. It is difficult to say whether it will rain to-night.
24. The prisoner broke his chain, leapt out of the window, and
escaped before the guards could stop him.
25. God's in his heaven,
All's right with the world.
26. At the dead of the night a sweet vision I saw
And thrice ere the morning I dreamt it again.
27. Last night the moon had a golden ring,
And to-night no moon we see.
28. Your tongue will lead you into trouble.
29. Parents desire that their children should be happy.
30. She sat on the sofa and tore her hair, and wept like a baby.
31. Then did the little maid reply,
'Seven boys and girls are we.'
32. Neither can a squirrel carry a forest on its back,
Nor can a mountain crack a nut.
33. The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downward
From an eagle in his flight.
34. A little learning is a dangerous thing.
35. Do not covet what belongs to others.
36. The white man had once seen the two brothers in a distant
part of the country.

CHAPTER VI

JOINING SENTENCES

I

JOINING TWO OR MORE SIMPLE SENTENCES TO FORM ONE SIMPLE SENTENCE

Consider the following examples :—

1. Rama went to Bombay. Hari went to Bombay.
Rama and Hari went to Bombay.
2. The sun set. The cattle returned home.
The sun having set, the cattle returned home.
3. Buddha was an eastern religious teacher. He preached
ahimsa.
Buddha, an eastern religious teacher, preached *ahimsa*.
4. Pratap came. Ahmed came. We began our lessons.
Pratap and Ahmed having come, we began our lessons.

These examples show that two or more simple sentences can be joined to form one simple sentence.

Let us take more examples.

- (a) 1. Cows graze in that field. Horses graze in that field.
Cows and horses graze in that field.
2. Owls move about at night. Bats move about at night.
Nightingales move about at night.
Owls, bats and nightingales move about at night.
3. The tiger killed a cow. He killed a deer.
The tiger killed a cow and a deer.
4. She cooked rice. She cooked curry. She cooked
vegetables.
She cooked rice, curry, and vegetables.

The above examples show that two or more simple sentences may be joined into one simple sentence by using the conjunction **and**.

- (b) 1. He went for a walk. He had done his lessons.
Having done his lessons, he went for a walk.
2. She heard a noise. She was afraid.
Having heard a noise, she was afraid.
or Hearing a noise, she was afraid.
3. I went to see the principal. I was called by him.
Being called by the principal, I went to see him.
4. She lost her purse. She lost her ornaments. She was very miserable.
Having lost her purse and ornaments, she was very miserable.
5. I shall sell the chickens. I shall buy a cow. I shall have milk and butter.
Having sold the chickens, and having bought a cow, I shall have milk and butter.

The above examples show that two or more simple sentences may be joined into one simple sentence by using a **participle**.

- (c) 1. The weather was fine. We enjoyed the walk.
The weather being fine, we enjoyed the walk.
2. Rain fell. The tank was filled with water.
Rain having fallen, the tank was filled with water.
3. Dogs arrived. The deer fled.
Dogs having arrived, the deer fled.

The above examples show that two or more simple sentences may be joined into one simple sentence by using an **absolute phrase**.

- (d) 1. He will pass. He is sure.
He is sure of passing.
2. He is ill. He has fever.
He has been ill with fever.
3. I wanted to read. I went to the library.
I went to the library for the sake of reading.
4. He smoked in the school. I advised him not to do so.
He still smoked.
In spite of my advice he smoked in the school.

The above examples show that two or more simple sentences may be joined into one simple sentence by using a **preposition with a noun** or a **verbal noun** (i.e. a **gerund**).

- (e) 1. He studied hard. He wanted a prize.
He studied hard to win a prize.
2. She is ill. She cannot go out.
She is too ill to go out.
3. He is going to Calcutta. He will start business there.
He is going to Calcutta to start business there.

The above examples show that two simple sentences may be joined into one simple sentence by using **an infinitive**.

- (f) 1. Bombay was once a fishing village. It is now the first city of Asia.
Bombay, once a fishing village, is now the first city of Asia.
2. He made fifty runs in half an hour. It was a splendid score.
He made fifty runs in half an hour—a splendid score.
3. Columbus discovered America. He was an Italian.
Columbus, the discoverer of America, was an Italian.

The above examples show that two simple sentences may be joined into one simple sentence by using **a noun or phrase in apposition**.

- (g) 1. He read his lessons. He was careless.
He read his lessons carelessly.
2. The train arrived. It was punctual.
The train arrived punctually.
3. The soldiers returned. They were rejoicing.
They had won a victory.
The soldiers returned rejoicing at their victory.

The above examples show that two or more simple sentences may be joined into one simple sentence by using **an adverb or adverb phrase**.

EXERCISE 1

Join each of the following groups of simple sentences into one simple sentence :—

(i) By using the conjunction **and** :—

1. The house was burnt. The stable was burnt.
2. He passed in History. He passed in Geography.

3. The cuckoo is a song-bird. The nightingale is a song-bird.
4. Oxen are beasts of burden. Horses are beasts of burden.
Donkeys are beasts of burden.
5. Lila has joined the girl guides. Mena has joined the girl guides.
6. I have relatives at Poona. I have relatives at Bijapur.
7. Shyama has bought a carriage. He has bought a pair of horses.
8. To-day we will study History. To-day we will study Geography.
9. The engine passed by me. The carriages passed by me.
10. Frogs are found in this lake. Crocodiles are found in this lake.
11. Rama plays marbles. Hemu plays marbles.
12. We must love birds. We must love beasts. We must love men.

(ii) By using a participle :—

13. He wrote a letter. He posted it.
14. We arrived at the exhibition. We saw the stalls arranged prettily.
15. He sold the horse for fifty rupees. He had bought it for forty rupees.
16. Harin had won the prize. He was very happy.
17. He lost all his money in the bank. He was ruined.
18. Bruce saw the perseverance of a spider. He took courage from its example.
19. The chameleon changed its colour. It became blue.
20. The calf was bitten by a snake. It died.
21. He was punished by the judge. He had been found guilty.
22. A star twinkles in the north. It is the polar star.
23. He was a man of regular habits. He lived to an old age.
24. Turn to the left. You will find the lane.
25. An ass found a lion's skin. He put it on.
26. The old man's sons broke the sticks one by one. They had untied them from the bundle.
27. I found a purse lying on the road. I returned it to its owner.

(iii) By using **an absolute phrase** :—

28. Peace was declared. All were satisfied.
29. The fog disappeared. The sun had risen.
30. The roads were muddy. Rain had fallen.
31. A fire had broken out. The fire brigade was called.
32. The cycle was punctured. Sunder had to go on foot.
33. The fort was saved. Help had arrived in time.
34. The heat was intense. The party could not start.
35. The lion became free. The snare had been nibbled by the mouse.
36. The bulls had quarrelled among themselves. The lion soon defeated them.
37. The cats had quarrelled. The monkey secured the whole loaf.
38. The ship sank. The crew were drowned.
39. The general was killed. The army fled.

(iv) By using **a preposition with a noun or a verbal noun** :—

40. He won the prize. He had done hard work.
41. You can reach my field. You must ride to it on horseback.
42. He is not proud. He has riches.
43. He is very weak. He had a long illness.
44. The man killed the snake. He used a thick stick.
45. You must first study in a High school. Then you can join a College.
46. There was frost last month. Crops have suffered greatly.
47. The motor was smashed. There was a street accident.
48. You waste your time. You thereby ruin your future.
49. Dadabhai became famous. His love of his country made him so.
50. Winter comes first. Summer comes next.
51. It was a strange sight. We wanted an explanation of it.

(v) By using **an infinitive** :—

52. He has joined the High school. Passing the Matriculation Examination is his purpose.
53. I could not buy a bat. I had not enough money.

54. You should become a doctor. Your father wishes this of you.
55. I was very glad. I had seen your batting.
56. The Inspector will come to-morrow. The examination of the students is his object.
57. This news cannot be true. It is too good.
58. He is going to the bazaar. He will buy vegetables.
59. Clive advanced with his army. The defeat of the Nawab was his aim.
60. This is the way. It will make us happy.
61. We are going to the garden. We shall gather flowers there.
62. The scoutmaster should help in the formation of character. He has been appointed for that purpose.
63. We should observe cleanliness. We can become healthy thereby.

(vi) By using a **noun** or **phrase in apposition** :—

64. We bought a fountain pen. It was the costliest in the shop.
65. Lord Kitchener died at sea. He was the hero of Khartoum.
66. George Washington never told a lie. He was the first President of the United States of America.
67. Ali Sakal was very proud. He was a barber of Baghdad.
68. Sindbad had made seven voyages. He was a sailor.
69. The Great War killed many brave youths. They were the flower of the race.
70. Ahmedabad has many cotton mills. It is the capital of Gujarat.
71. The pilgrims reached Dwarka. It is a sacred place of the Hindus.
72. He shall be punished. He is the offender.
73. He jumped into the swollen river to save the child. It was a noble act.
74. The Taj Mahal was built by Shah Jahan. It is the glory of India.
75. Elizabeth reigned for forty-seven years. She was the Virgin Queen of England.

(vii) By using **an adverb** or **adverb phrase** :—

76. The mango is a good fruit. This is not doubted.
77. He finished his breakfast. He was hasty in doing so.
78. Nalin has solved the exercise. His method is clever.
79. You can reach Bombay by motor. This is the quickest way to go there.
80. Jamu had a fall. He was cycling.
81. The door was broken open. Force was used.
82. The man was found on the road. He was drunk.
83. The soldiers gazed on the dead warrior's face. Their gaze was steady.
84. A child disappeared yesterday. It was a mysterious event.
85. The fire was put out. This took only an instant.
86. The waves crept up the shore. Their motion was slow.
87. The merchant is indebted. His debts are heavy.

II

JOINING SIMPLE SENTENCES TO FORM ONE COMPLEX SENTENCE

- (a)
1. You are honest. We know it.
We know that you are honest.
 2. He has not a pie in his pocket. There is no doubt about this.
It is certain that he has not a pie in his pocket.
 3. Will his uncle help him? He wants to know that.
He wants to know whether his uncle will help him.
 4. Somebody broke the window-pane. The teacher does not know the mischief-maker.
The teacher does not know who broke the window-pane.
 5. The monitor was absent. The reason for his absence was not known.

Why the monitor was absent was not known.

The above examples show that two or more simple sentences may be joined into one complex sentence by using **a noun clause**.

- (b) 1. The boy is clever. He has come from Bombay.
The boy who has come from Bombay is clever.
2. My niece broke your glasses. You had placed them on the shelf.
My niece broke the glasses which you had placed on the shelf.
3. You solved an example on the blackboard. I have copied it.
I have copied the example you solved on the blackboard.

The above examples show that two simple sentences may be joined into one complex sentence by using **an adjective clause**.

- (c) 1. He went to play. He had finished his letter.
After he had finished his letter, he went to play.
2. The guest came up. We were dining at the time.
We were dining when the guest came up.
3. We took our seats. The train then started.
As soon as we took our seats, the train started.
4. I cannot go. It is raining.
As it is raining, I cannot go.
5. He could not walk any more. He was tired.
He could not walk any more, because he was tired.
6. The servant placed the picture in a certain way. I had ordered him to put it in that way.
The servant placed the picture as I had ordered him to do.
7. She is pretty. No other girl in the town is prettier.
She is as pretty as any girl in the town.
8. Rama is a tall boy. His brothers are not equally tall.
Rama is taller than his brothers.
9. The dog kept watch over the place. His master was buried there.
The dog kept watch where his master was buried.
10. The boy stood on the burning deck. All but he had fled from it already.
The boy stood on the burning deck though all but he had fled from it.

11. He worked hard. His purpose was to get a scholarship.
He worked hard that he might get a scholarship.
12. It rained very heavily. The result was that the river was in flood.
It rained so heavily that the river was in flood.
13. He has offended you. You may still forgive him.
Though he has offended you, you may forgive him.
14. You will perhaps have a holiday to-morrow. You should then revise your History.
If you have a holiday to-morrow, you should revise your History.

The above examples show that two simple sentences may be joined into one complex sentence by using **an adverb clause**.

EXERCISE 2

Join each of the following groups of simple sentences into one complex sentence :—

(i) By using **noun clauses** :—

1. He will grant your request. That is certain.
2. You may pardon this one fault. That is his request.
3. He was ill on Monday. He said so.
4. He has lost his purse. That is a fact.
5. You will return by Friday. I hope so.
6. There was a meeting in the town hall. I did not know that.
7. Unexpected things often happen. This is well known.
8. The earth travels round the sun. Ancient people did not know this.
9. He is a rich man. I have reasons to believe so.
10. He has little chance of getting the appointment. That is my fear.
11. He wants something. We do not know what.
12. The king gave something to the farmer. What was it?
13. Something gives importance to the study of English. It is its use all over India.

14. They did something. I will tell you what.
15. Bhima has won the cricket prize. His mother will be glad to learn it.
16. She did not sing to-day. The reason was told to the teacher.
17. The rain falls. Do you know why?
18. The town has been decorated to-day. Can you say why?
19. The town has been decorated to-day. It is a mystery why.
20. Shah Jahan built the Taj Mahal. It is well known why.
21. You have not brought your book. Will you explain why?
22. The cat climbed up the tree. It is strange how.
23. London is a big city. We can understand its bigness from this map.
24. Someone put flowers on the table. He must stand up.
25. Is he a Hindu or a Mohammedan? Ask him.
26. Will he attend the dinner? It is not certain.
27. Honesty is the best policy. Let that be our motto.
28. An aeroplane was said to be seen yesterday. That report is false.
29. She lost a fine opportunity. That has made her sorry.
30. Where have you been wandering? Tell me.
31. A river meets the sea. The place of meeting is called the mouth of the river.
32. You will return from Delhi. Let me know the time.
33. Rain will fall. It is not certain when.

(ii) By using adjective clauses :—

34. The girl is kind. She helped a lame dog.
35. He tells a lie to hide a fault. He commits two faults.
36. One of my friends saw a halo round the sun. He pointed it out to me.
37. A boy has lost a rupee. The master wants him.
38. Vasco da Gama sailed round the Cape of Good Hope. He was a Portuguese sailor.
39. He saw two men in the street. They were wrestling.
40. Here is a hero. He saved a child from a burning house.
41. The boy has not come to-day. You punished him yesterday.

42. The man is not yet found. I wish to see him.
43. He is a thief. The police want him.
44. Lesseps was a French engineer. He constructed the Suez Canal.
45. The woman is washing clothes. You can see her on the other side of the tank.
46. The boy is going to Madras. We had borrowed his book.
47. Whose is this fountain pen? I do not know.
48. This is my neighbour. His house is third from mine.
49. The house has been sold. We saw it last week.
50. The tree was cut down. It stood in the middle of the road.
51. I have bought a geography book. It has coloured maps.
52. He has not returned the penknife. He took it from me yesterday.
53. The report of his transfer is untrue. It appeared in the newspapers.
54. This is a house. Jack built it.
55. We saw a bird. It had a crest on its head.
56. You see that tower. It is the Rajabai Tower.
57. That country cannot be poor. Agriculture thrives there.
58. The room was locked. He keeps his books there.
59. We visited Dohad. Aurangzeb was born there.
60. Surat is a poor town now. The English established their first factory there.
61. The day is fixed. Prizes will be distributed on that day.
62. Men covered themselves with the bark of trees. That age is gone.
63. We live in hopes of a happy time. There will be no wars then.

(iii) By using **adverb clauses** :—

Showing manner or condition :—

64. You are clever. He is equally clever.
65. You are clever. He is cleverer.
66. His handwriting is good. Your handwriting is not equally good.
67. Algebra is difficult. Arithmetic is more so.

68. I write on the blackboard. You write in your note-books in the same way.
69. He ran. He was chased by a wolf. (Use **as if**.)
70. You may answer. You choose the number of examples. (Use **as many as**.)
71. You may wind the watch. I shall show you the way. (Use **as**.)
72. Perhaps my father may allow me. In that case I shall come to you.
73. Has he said so? He will then keep his promise. (Use **if**.)
74. Perhaps it may rain. Perhaps it may not rain. In any case you must attend school.
75. You cannot go home. The headmaster's permission is necessary. (Use **unless**.)

Showing time :—

76. They stopped playing. It was six o'clock then.
77. I met a pedlar. I was returning from school.
78. We reached the station. The train had arrived just then.
79. Make hay. The sun shines for the time being.
80. People used to travel on foot. Railways had not then been built.
81. He became ill on Tuesday. He has been ill from that day. (Use **since**.)
82. We started. We finished our breakfast.
83. The general was killed. The army soon fled. (Use **as soon as**.)
84. Pull the trigger. The pistol goes off immediately.
85. He heard the news of his success. He informed his father. (Use **immediately**.)
86. The teacher entered. The boys stood up. (Use **as**.)

Showing place :—

87. The servant has gone somewhere. His master has sent him there.
88. You may go anywhere. Remember your country everywhere. (Use **wherever**.)
89. We came from a certain place. We are returning there. (Use **whence**.)

90. At some places rainfall is scanty. Canals can supply water there.
91. Angels fear to tread in some places. Fools rush in there.
Showing cause or purpose :—
92. He is ill. He cannot walk.
93. We had to wait. The boat was not ready.
94. I am going to the station. My aunt is coming.
95. Greenland is very cold. It is near the North Pole.
96. We should destroy mosquitoes. Our aim is to avoid malaria.
97. Let us start in a motor. Our aim is to catch the train.
98. He hurried home. His father might blame him. (Use **lest**.)
99. He has gone to Jubbulpore. His object is to see the Marble Rocks.
100. Susil reads hard. He hopes to succeed thereby.
101. I was pleased with him. I gave him a present in consequence.
102. The storm was very heavy. As a result two boats were wrecked.
103. The girl was irregular in her work. She failed for that reason.
104. The place is very delightful. For that reason we do not like to leave it.

III

JOINING SIMPLE SENTENCES TO FORM ONE
DOUBLE OR MULTIPLE SENTENCE

- (a) 1. Rama went to the cobbler. He asked for a pair of shoes.
Rama went to the cobbler, and asked for a pair of shoes.
2. The headmaster watched the match. The teachers also watched the match.
Not only the headmaster but the teachers also watched the match.

3. He is the captain of the team. He is the monitor of the class.
 He is the captain of the team as well as the monitor of the class.

The above examples show that two simple sentences may be joined into one double sentence by using a co-ordinating conjunction which **adds** one statement to another (e.g. **and, both . . . and, as well as, not only . . . but also, no less than, etc.**).

NOTE.—Sometimes a relative pronoun may be used as a co-ordinating conjunction of this kind.

Example—

I gave the book to Rama. He passed it on to Hari.

I gave the book to Rama, who passed it on to Hari.

Here, **who = and he**.

- (b) 1. He must return the book. He must pay the price of the book.
 He must either return the book or pay its price.
2. The dog in the manger did not eat the grass. He did not allow the cow to eat it.
 The dog in the manger neither ate the grass nor allowed the cow to eat it.
3. Pay attention. Leave the class.
 Pay attention or leave the class.
4. Take medicine regularly. You cannot recover.
 Take medicine regularly, else you cannot recover.

The above examples show that two simple sentences may be joined into one double sentence by using a co-ordinating conjunction which **suggests a choice between two statements** (e.g. **or, else, otherwise, either . . . or, neither . . . nor, etc.**).

- (c) 1. I begged the teacher's permission. He did not grant it.
 I begged the teacher's permission, but he did not grant it.
2. He has wealth. He is miserable.
 He has wealth, but he is miserable.

3. His debts were heavy. He has paid them off.
His debts were heavy ; however, he has paid them off.

The above examples show that two simple sentences may be joined into one double sentence by using a co-ordinating conjunction which suggests contrast between two different statements (e.g. **but, still, yet, however, only, etc.**).

- (d) 1. Hussein made mischief. He was punished.
Hussein made mischief, therefore he was punished.
2. Prayers are heard by God. Let us pray.
Prayers are heard by God ; then let us pray.
3. You are late. The train has left.
You are late ; for the train has left.

The above examples show that two simple sentences may be joined into one double sentence by using a co-ordinating conjunction which suggests that one statement stands as a consequence of another (e.g. **therefore, then, so, for, etc.**).

- (e) 1. Rehmu is a wealthy man. He is not proud. He mixes freely with the rich and the poor.
Though Rehmu is a wealthy man, he is not proud but mixes freely with the rich and the poor.
2. Siris fell down. He broke his glasses. Sita lost her balance. She would have fallen. She caught hold of the railings. She was saved.
Siris fell down and broke his glasses, and Sita too lost her balance and would have fallen ; but she caught hold of the railings and was saved.

These examples show that a number of simple sentences may be joined into one multiple sentence by using suitable co-ordinating conjunctions.

EXERCISE 3

Join each of the following groups of simple sentences into one double sentence :—

(i) By using a co-ordinating conjunction which adds one statement to another :—

1. The horse can be used for riding. It can be used for drawing a carriage.

2. Some books are amusing. Some books are dull.
 3. Some birds delight us by their song. Some birds delight us by their gay plumage.
 4. They saluted the king. The king returned the salute.
 5. My father knew where I was going. He did not ask me anything.
 6. Nelson fell upon his face. Hardy saw three men raising him up.
 7. Hardy turned round. He saw the three men raising Nelson up.
 8. Shakespeare was a dramatist. He was a poet.
 9. In one hand he held a sword. In another he held a shield.
 10. Can you eat the cake? Can you keep it? (Use **as well as**.)
 11. Some books are for the hour. Some books are for all time.
 12. The sun set. The stars became visible.
 13. He received a telegram. He went to Lahore.
 14. The chief was fined. He was sent to jail. (Use **both . . . and**.)
 15. Bachu is innocent. Balu is equally innocent. (Use **no less . . . than**.)
- (ii) By using a **co-ordinating conjunction which suggests a choice** :—
16. Send the cow to graze in the field. Give the cow sufficient hay in the stable.
 17. Sit quietly. The teacher will be angry.
 18. I do not know your friends. I do not even want to know them.
 19. He does not write in his copybook. He does not work the examples.
 20. Come to my place before ten o'clock. You may not find me at home. (Use **otherwise**.)
 21. You can write with a pencil. You can write with a pen.
 22. You are mad. You are dreaming.
 23. You should see your father at once. Your friend should see your father at once.

24. The teacher will punish him. He will leave the school.

25. Do not be a borrower. Do not be a lender.

(iii) By using a co-ordinating conjunction which suggests a contrast :—

26. He is not fat. He cannot run.

27. I asked for his book. He refused to give it.

28. It is raining. They have gone out to play.

29. He tried very hard. Luck was against him.

30. He may come first in the examination. He is a little careless. (Use **only**.)

31. He was hungry. He did not think of his food.

32. The enemy attacked on all sides. Napoleon's army did not move.

33. The mouse prayed for mercy. The cat would not listen to it.

34. He is not a scholar. He works regularly.

35. I delivered the message. He said nothing in reply.

(iv) By using a co-ordinating conjunction which suggests consequence :—

36. He takes regular exercise. He has become strong.

37. She is tidy. Everybody likes her.

38. He was cycling on the wrong side. The policeman stopped him.

39. I have a headache. I am going home.

40. You rejected my advice. I won't help you.

41. You defy your superiors. Be prepared for the consequences. (Use **then**.)

42. The heat was oppressive. We could not start.

43. The luggage was very heavy. We had to pay heavy charges for it.

44. You have come late. Stand for five minutes.

45. You cannot have postcards to-day. The post office is closed.

EXERCISE 4

Join each of the following groups of simple sentences into one multiple sentence by using suitable co-ordinating conjunctions :—

1. I am young. You are old. You should guide me.

2. You are promoted. You will go to the principal's class.
You can go and see him.
3. He did not see me. He did not send for the book. I
forgot all about it. I shall now try to find it.
4. The battle was over. Napoleon was finally defeated.
His best troops had fallen in the fight.
5. The governor of the town was present. He called Andro-
cles. He asked him to explain the strange event.
6. India is an agricultural country. Its trade consists in
exporting crops. Sometimes the rain fails. There
is no food for the people themselves. There is no food
for exporting.
7. Rain was over. The sun shone brightly. The roads were
still muddy. We could only wait. We could not start
on horseback. We could not take the motor car through
the mud.
8. He received his pay. He was dismissed from service.
He had quarrelled with his master.
9. He thanked me for the help. He offered me a reward.
I declined with thanks. I had but done my duty.
10. The limbs rebelled against the belly. The belly enjoyed
the fruits of their labour. They struck work. They
had no exercise. They had no nourishment. They
became weak in consequence.

CHAPTER VII

AIDS TO WRITING CORRECT ENGLISH

I

CAPITAL LETTERS AND PUNCTUATION MARKS

- 1.- A **capital letter** is used to begin :—

- (i) a sentence ;
- (ii) a line in poetry ;
- (iii) a proper name, or an adjective formed from a proper name :—
*John, Hiralal, Lahore, January, Monday, the Chinese
people, the English language.*

(iv) a title :—

*Mr. Davis, Miss Gandhi, Dr. Wilson, Lord Irwin,
Dewan Chamanlal.*

NOTE.—The first person singular pronoun 'I' is always a capital.

2. A **comma** (,) is used :—

(i) to mark off words or phrases in apposition :—

He, the offender, shall be punished.

We visited Delhi, the capital of India.

(ii) to mark off each one of a series of nouns, verbs, adverbs, or adjectives :—

Wheat, rice, maize, and dal are exported from India.

NOTE.—The comma is sometimes omitted before the conjunction *and*. It is also correct to write, 'Wheat, rice, maize and dal are exported from India.'

(iii) after introductory adverbs or adverbial phrases :—

firstly, well, on the whole, of course, etc.

(iv) to mark off the name of a person addressed :—

Mother, I want a hat.

(v) whenever a brief pause is necessary in a sentence, and no other punctuation mark is used :—

Try, try again, till you win.

The examination being over, the boys have gone home.

The climate of Simla is, I believe, very healthy.

3. A **semi-colon** (;) is used to separate connected clauses :—

(i) if not joined by a conjunction, especially when one of the clauses is complex :—

*Men who have wealth are often hard-hearted ; it is the
poor who feel for the poor.*

(ii) if they are connected by such conjunctions as *therefore, else, otherwise* :—

I have no money ; therefore I cannot keep a carriage.

4. A **colon** (:) is used to introduce an enumeration, to introduce a statement in support of a previous statement, or to introduce longer quotations, where commas are not used :—

In Bombay we see men of many creeds and races : Hindus, Mohammedans, Parsis, Negroes, Japanese and Europeans.

Shakespeare says : ' Uneasy lies the head that wears a crown.'

5. A **full stop** (.) is used :—

(i) at the end of every sentence ;

(ii) at the end of every shortened form of a word :—

Jan. (i.e. January) ; *Mr.* (i.e. Mister).

6. A **Question mark** (?) is used at the end of every interrogative sentence :—

When will you return ?

7. A **sign of exclamation** (!) is used at the end of every sentence which expresses surprise, fear, or admiration :—

What luck ! How terrible ! What a man !

8. **Quotation marks** (' ') i.e. inverted commas, are used to mark off the actual words said or written by someone else :—

He says, ' I am going to the market.'

Tennyson writes : ' More things are wrought by prayer than this world dreams of.'

II

THE ARTICLE

A (or **an**) and **the** are called ' articles '.

A (or **an**) is the **indefinite article** ; it is a form of **one**.

The is the **definite article** ; it is a form of **that**.

As a rule, a common noun in the singular number must have an article before it :—

There is **a** cow in **the** field.

The girl gave **an** anna to **the** beggar.

If, however, such a noun has **no, one, that, each, every, which, what,** or a **possessive pronoun** before it, no article is used :—

I called **that** boy.

He knows **which** book is his.

He has lost **his** pen.

The may be used with plural nouns, but **a** or **an** can never be so used.

The article generally comes before the noun. If there is an adjective before the noun, the article is put **before** the adjective :—

There is **a** book on the table.

There is **a blue** book on **the round** table.

When, however, the adjective is preceded by **so**, the indefinite article **a** or **an** comes **after** the adjective :—

I never saw **so** good **a** boy.

A, An

A is used when the word after it begins with a consonant sound :—

The hunter killed **a** tiger.

An is used when the word after it begins with a vowel sound :—

The hunter killed **an** alligator.

The indefinite article **a** (or **an**) is used in the sense of (i) **any one** ; (ii) **one** or **the same** ; and (iii) **a certain** or **some one** :—

Give me **a** piece of paper. (Here, **a** = any one.)

Sixteen annas make **a** rupee. (Here, **a** = one.)

Birds of **a** feather flock together. (Here, **a** = the same.)

I saw **an** aeroplane to-day. (Here, **an** = a certain.)

The

The definite article **the** is used :—

(i) When speaking of a thing already mentioned :—

I once saw a lion and a tiger ; **the lion** had a mane,
but **the tiger** had none.

(ii) to refer to a particular thing, or a thing well known to us :—

I don't want **the broken** umbrella.

- (iii) when speaking of a whole class, with the noun in the singular number, or with an adjective of quality :—

The camel is a gentle animal. **The poor** deserve our help.

Note, however, that **man** without any article is used for the whole class :—

Man is mortal.

- (iv) before the names of rivers, seas, mountain ranges, groups of islands, and certain descriptive geographical proper names :—

London is situated on **the Thames**.

India is bounded on the west by **the Arabian Sea**, and on the north by **the Himalayas** and **the Hindu Kush** mountains.

We say, **the Punjab**, **the Deccan**, **the Konkan**, **the Netherlands**, **the United States**.

- (v) before the names of ships and newspapers :—

He will sail by **the S.S. Golden Glory**.

The Bombay Chronicle was founded by Sir Pheroze Shah Mehta.

- (vi) before names of things of which only one exists :—

the earth, **the sun**, **the moon**, **the sky**.

- (vii) with the superlative degree of adjectives :—

A prize will be awarded to **the swiftest runner**.

- (viii) before the comparative degree in certain uses :—

The harder you work, **the better** are your chances of getting a scholarship.

NOTE.—In such cases, **the** is an adverb (=by that amount).

SOME SPECIAL POINTS ABOUT THE USE OF THE ARTICLE

Common nouns in the singular number are used without any article in certain idiomatic phrases formed by a transitive verb or a preposition and its object :—*to leave school*, *to give ear*, *in bed*, *on foot*.

The boy has left school.

Will the Sultan give ear to Abdul's request?

He was in bed till eight.

As he could not hire a carriage, he went on foot.

As a rule, Proper nouns, and Abstract, Material, and Collective nouns used in a general sense, do not take any article before them.

If, however, any such noun is used in a particular sense, as in the following examples, it will have an article before it :—

All admired the daring of the brave Bob Clive.

Bombay is the London of the East.

A Mr. Basu travelled in our compartment.

Gama is known as the Hercules of India.

The love of parents is natural.

There were many causes for the enmity between France and Germany.

The cotton of Navsari is considered the best in India.

The oil of almonds is used as medicine.

He loves the society of good men.

The cattle of Australia are stronger than those of India.

EXERCISE I

Fill the blanks in the following sentences by using the suitable articles :—

1. Our teacher called me.....good boy.
2. Did you see.....fire in our town last night?
3. Let us go and bathe in.....river.
4. There were heavy floods on.....Indus.
5. Manu saw.....ass entering his field.
6. Krishna told me.....news of your success.
7. I saw.....bear and.....elephant in.....circus; I was frightened when.....bear growled, but not when.....elephant trumpeted.
8. Do you want.....bright key?
9. The kind man helped.....poor.
10.rich ought to help.....poor.
11.lion is a beast of prey, but.....ox is not.

12. When.....(steamer) *Nur Jahan* reached.....Bay of Biscay,.....sea was very rough.
13. Delhi is.....capital of India.
14. Lahore is.....chief city in.....Punjab.
15. Poona is.....famous town in.....Deccan.
16.highest peaks of.....Himalayas as well as those of.....Alps are covered with ice.
17. Eight furlongs make.....mile.
18. Twelve pies make.....anna.
19. There were no clouds in.....sky.
20.light of.....sun is brighter than.....light ofmoon.
21.greater part of.....surface of.....earth is covered by.....ocean.
22. He is.....best player in our team.
23.Taj Mahal is.....most beautiful tomb in.....world.
24.girl was playing in.....street, when.....wild bull came and frightened her ;girl ran hastily to.....neighbouring house where.....elderly man was sitting with.....thick stick in his hands.man took up.....stick, ran to.....bull, and drove him out of.....street.girl thanked.....man and again went to play in.....street.

EXERCISE 2

Insert articles wherever necessary in the following story :—

Fox one day invited crane to dinner, and only put before him flat dish full of soup. Crane with his long beak could not take up soup, which, however, fox lapped up in instant.

Next day crane, in order to revenge himself for fox's trick, invited him to dinner. This time dinner consisted only of boiled rice in vessel with very long neck. Fox could not reach rice, but crane could easily put his long beak to bottom of vessel. Crane therefore had good dinner, but fox went away hungry.

III

AGREEMENT

1. The verb must agree with its subject in **number** ; when the subject is in the singular, the verb must be singular, and when the subject is plural, the verb must be plural.

The **man** is busy.

The **men are** busy.

2. When two or more singular nominatives (nouns or pronouns) are joined by **and**, the verb is plural.

Rama and Hari are my friends.

He and his sister have decided to go to Madras.

3. When a singular nominative (noun or pronoun) is joined to another noun or pronoun by **with** or **as well as**, the verb is singular.

The old **man with his son goes** to the market.

The old **man with his sons goes** to the market.

The old **man as well as his son is** industrious.

The old **man as well as his sons is** industrious.

4. When two singular nominatives are joined by **or** or **nor**, the verb is singular.

Neither Karim nor Kadar is to blame.

5. When a singular nominative is joined to a plural nominative by **or** or **nor**, the verb is plural.

The **farmer or his servants guard** the crops.

He or they are to be blamed.

(In such cases the plural nominative is placed nearer the verb.)

6. The verb agrees with its subject in person.

I am innocent.

He is innocent.

7. When two or more nominatives of different persons are joined by **or** or **nor**, the verb agrees with the one nearest it.

Neither he nor I am ready.

Either you or he is a liar.

8. A nominative preceded by **each** or **every** must be in the singular and must take a singular verb.

Each boy **was** given a prize.

Every scout **honours** the scout law.

EXERCISE 3

Fill the blanks in the following by using the present tense forms of the verbs shown in brackets :—

1. The horse.....lame. (To be.)
2. Men.....reasoning animals. (To be.)
3. Man.....the only animal that can reason. (To be.)
4. The boys of this class.....not mischievous. (To be.)
5. A girl of this school.....the prize. (To win.)
6. The engine.....six wheels. (To have.)
7. The water of this well.....brackish. (To taste.)
8. The servant we employed last week.....his work very well. (To do.)
9. That man with books in his hands.....to the library. (To go.)
10. A flock of many dozen sheep.....this way. (To pass.)
11. The people of China.....opium. (To like.)
12. The houses in our street.....in a row. (To stand.)

EXERCISE 4

Fill the blanks in the following by using the present tense forms of the verbs shown in brackets :—

1. A horse and a cow.....in the field. (To graze.)
2. Govinda and Hussein.....to the library. (To go.)
3. The cuckoo.....a song bird. (To be.)
4. The cuckoo and the nightingale.....song birds. (To be.)
5. The cuckoo.....not build a nest. (To do.)
6. A carpenter and a blacksmith.....in our street. (To live.)
7. Atul and Dinkar.....to school together. (To go.)
8. Sita and Laxmi.....sewing very well. (To do.)

EXERCISE 5

Fill the blanks in the following by using the present tense forms of the verbs shown in brackets:—

1. The woman with a blue sari.my neighbour. (To be.)
2. The woman with a baby in her arms.....to the bazaar.
(To go.)
3. Those men with a cow.....to the fair. (To go.)
4. The governor as well as his ministers.....the council.
(To attend.)
5. Saied as well as Ismail.....the examination. (To pass.)
6. The cup and the saucer.....on the shelf. (To be.)
7. The cup as well as the saucer.....on the shelf. (To be.)
8. The cow with her calves.....near the stable. (To stand.)

EXERCISE 6

Fill the blanks in the following by using the present tense forms of the verbs shown in brackets:—

1. Abdul or Bhima.....in the garden. (To be.)
2. Dutt or his companion.....the noise. (To make.)
3. Either Nehru or Sapru.....the book. (To have.)
4. Neither Dawood nor Shaukat.....wine. (To drink.)
5. Neither my horse nor my cow.....away from the stable.
(To run.)
6. Either the teacher or the monitor.....order in the class.
(To keep.)

EXERCISE 7

Fill the blanks in the following by using the present tense forms of the verbs shown in brackets:—

1. Either you or I.....in the wrong. (To be.)
2. You or he.....guilty. (To be.)
3. Every citizen.....a duty towards the motherland.
(To have.)
4. Every passenger.....his own luggage. (To carry.)
5. Every boy.....his own pencil. (To bring.)
6. Each first-class ticket.....eight annas. (To cost.)

IV

Shall AND Will

Shall and **will** are both used to show that something will happen in time to come. But there is some difference in their meaning according as they are used with the pronouns of the first, second, or third person.

1. If a future action is to be **simply** foretold, **shall** is used with the **first person**, and **will** with the **second** and **third persons**.

I **shall** expect you at my house.

You **will** enjoy the exercise.

He **will** arrive at six.

2. If a promise, command, determination or threat is to be expressed, **will** is used in the **first person**, and **shall** with the **second** and the **third persons**.

I **will** give you my pen (i.e. I promise to give you my pen).

Thou **shalt** not steal. (Command.)

I **will** fight him (i.e. I am determined to fight him).

The offender **shall** be punished. (Threat.)

3. The same rules apply also to the use of **should** and **would**.

Note however that **should** sometimes expresses duty or obligation, and **would** expresses a past habit.

We **should** respect our parents.

When he was at school, he **would** rise early in the morning and begin his work.

4. In a question,

(i) when the subject is in the first person, **shall** or **should** is used :—

Shall I call him ?

(ii) when the subject is in the second or the third person, **shall** and **should** or **will** and **would** are used according as they are expected to be employed in the answer :—

Should you **think so** ?

This expects the answer, 'Yes, I **should**.'

Will he be able to come to-morrow ?

This expects the answer, 'Yes, he **will**' or 'No, he **will not**.'

If the following lines are learnt by heart, they will help one to remember the above rules concerning the use of **shall** and **will** :—

In the first person, simply **shall** foretells ;
In **will**, a threat or else a promise dwells ;
Shall, in the second and the third, does threat ;
Will, simply then foretells the coming feat.

THE SEQUENCE OF TENSES

In a complex sentence, the following rules are generally observed about the tense of the verb in the subordinate clause :—

Rule 1.—If the verb in the principal clause is in the present or the future tense, the verb in the subordinate clause may be in any tense whatever, according to the meaning.

I **know**/that Rama **is** happy.

I **know**/that Rama **was** happy.

I **know**/that Rama **will be** happy.

You **will learn**/that he **works** well.

You **will learn**/that he **worked** well.

. You **will learn**/that he **will work** well.

Rule 1(a).—If the verb in the principal clause is in the present or future tense, the verb of a subordinate adverb clause showing purpose is expressed by '**may**' (present tense form).

He **works** hard/so that he **may** get a scholarship.

I **will read** hard/so that I **may** pass.

Rule 2.—If the verb in the principal clause is in the past tense, the verb in the subordinate clause must also be in the past tense.

I **knew**/that he **was** happy.

Govind **learnt**/that his friend **was** ill.

He **worked** hard/so that he **might** get a scholarship.

Rule 2(a).—The verb in the subordinate clause, however, may be in the present tense even after a past tense in the principal clause,

- (i) if the verb in the subordinate clause says what is true for all time, or what is thought to be true till now.

The teacher **told** the boys/that the earth **moves** round the sun.

The headmaster **was** glad to learn/that you **are** diligent at home.

- (ii) if the subordinate clause is an adverb clause showing place, reason, or comparison.

He **failed**/because he **is** weak in Mathematics.

His father **was** a better teacher/than he **is**.

A great building **stood**/where there **is** an open maidan now.

- (iii) if the subordinate clause is an adjective clause.

I **did not see** the man/who **manages** the shop.

VI

DIRECT AND INDIRECT NARRATION

Read the following sentences :—

Rama said, 'Tea is ready.'

Abdul says, 'The cycle is out of order.'

In each case, the actual words of the speaker are quoted. This way of reporting a speech is called **direct narration**.

Note that the words actually spoken are put within **inverted commas**, and that the first letter of the quotation begins with a capital letter, and that there must always be a comma after 'said' or 'says'.

Now read the following sentences :—

Rama said that tea was ready.

Abdul says that the cycle is out of order.

Here, in each case, the **substance** of the actual words of the speaker is reported. This way of reporting a speech is called **indirect narration**.

A speech reported in this way is not put within inverted commas, and does not begin with a capital letter.

There are certain rules for changing a narration from the direct to the indirect form.

Rule 1.—In reporting a declarative statement, **that** is placed between the introductory verb and the reported statement.

Direct.—The doctor says, 'The patient will soon recover.'

Indirect.—The doctor says that the patient will soon recover.

Rule 2.—As the reported speech introduced by **that** becomes a subordinate (noun) clause, the whole becomes a complex sentence (with the introductory verb as the verb of the principal clause). The rules about the sequence of tenses must, therefore, be observed while reporting a declarative sentence indirectly.

- (a) If the introductory verb is in the present or future tense, the verb in the reported speech is not changed.

Direct.—My mother says, 'Dinner is ready.'

Indirect.—My mother says that dinner is ready.

Direct.—Imam will say, 'There is no water in the pot.'

Indirect.—Imam will say that there is no water in the pot.

- (b) If the introductory verb is in the past tense, a present tense in the reported speech must be changed into the past tense.

Direct.—He said, 'Govind is hungry.'

Indirect.—He said that Govind was hungry.

Direct.—I said, 'I may come.'

Indirect.—I said that I might come.

- (c) If the introductory verb is in the past tense, **will** or **shall** in the reported speech must be changed into **would** or **should** respectively.

Direct.—He said, 'Govind will not come to school.'

Indirect.—He said that Govind would not come to school.

Direct.—I said, 'I shall try to get the book.'

Indirect.—I said that I should try to get the book.

- (d) If the introductory verb is in the past tense, a past tense in the reported speech may either remain unchanged or be turned into the past perfect.

Direct.—He said, 'Dutt arrived at noon.'

Indirect.—He said that Dutt had arrived at noon.

Direct.—He said, 'Malik was present when the teacher came.'

Indirect.—He said that Malik was present when the teacher came.

Direct.—I said, 'I might come.'

Indirect.—I said that I might come.

- (e) If the reported speech says what is true for all time or what is thought to be true till now, the tense in it is never changed.

Direct.—The master said, 'The moon moves round the earth.'

Indirect.—The master said that the moon moves round the earth.

Rule 3.—If the direct speech has a pronoun, its person is changed, when necessary, to refer in the indirect to the same individual as it does in the direct.

- (a) A pronoun of the **first person** in direct speech is changed in the indirect to the **same person as the subject of the introductory verb**.
- (b) A pronoun of the **second person** in direct speech is changed in the indirect to the **same person as the noun or pronoun after the introductory verb**, i.e. the person to whom the speech was made.
- (c) Generally, a pronoun of the **third person** in direct speech remains unchanged in the indirect. If, however, a pronoun of the third person in direct speech refers to the person who reports it in the indirect, it is changed into the first person; if it refers to the person to whom it is reported in the indirect, it is changed into the second person.

Direct.—Rehman said, 'I am ill.'

Indirect.—Rehman said that he was ill.

Direct.—You said, 'I am busy.'

Indirect.—You said that you were busy.

Direct.—I said, 'The boy calls **me**.'

Indirect.—I said that the boy was calling **me**.

Direct.—Rama said to me, 'Your book is lost.'

Indirect.—Rama told me that **my** book was lost.

Direct.—Rama said to Ali, 'Your book is lost.'

Indirect.—Rama told Ali that **his** book was lost.

Direct.—Rama said to Ali, 'Karim has lost **his** book.'

Indirect.—Rama told Ali that Karim had lost **his** book.

Rule 4.—In reporting a speech indirectly, words showing **nearness** are generally changed into words showing **distance**.

Now is changed into **then**.

This (these) is changed into **that (those)**.

Come is changed into **go**.

Here is changed into **there**.

Thus is changed into **so**.

To-day is changed into **that day**.

To-night is changed into **that night**.

To-morrow is changed into **the next day**.

Yesterday is changed into **the previous day**.

Last night is changed into **the previous night**.

Ag is changed into **before**.

Just is changed into **then**.

Direct.—He said, 'I cannot spare any money **now**.'

Indirect.—He said that he could not spare any money **then**.

Direct.—He said, 'It may rain **to-morrow**.'

Indirect.—He said that it might rain **the next day**.

Rule 5.—In reporting a question in the indirect way,

- (a) the introductory verb is changed to **ask, inquire, query, demand**, or some other word having a similar meaning ;
- (b) **Whether** or **if** is used after such an introductory verb whenever the direct question has **yes** or **no** for an answer ;
- (c) the interrogative form is changed into the declarative form.

Direct.—The judge said, 'What is your name ?'

Indirect.—The judge **asked** what his name was.

Direct.—He said, 'Is the train late ?'

Indirect.—He **asked if** the train was late.

Rule 6.—In reporting an imperative sentence in the indirect way,

(a) the introductory verb is changed into **request, order, command, beseech, advise, threaten**, or some other verb befitting the sense ;

(b) the verb in the reported speech is put in the infinitive.

Direct.—He said to me, ' Give me that pencil.'

Indirect.—He **asked** me **to give** him that pencil.

Direct.—I said to the teacher, ' Please give me the chalk.'

Indirect.—I **requested** the teacher **to give** me the chalk.

Rule 7.—In reporting a wish or an exclamation in the indirect way,

(a) the introductory verb is changed into **wish, bless, pray, cry, exclaim**, or some other similar verb ;

(b) other changes are made exactly as in the case of a declarative statement.

Direct.—He said, ' Alas, I am undone! '

Indirect.—He **exclaimed** that he was undone.

Direct.—He said to me, ' May God bless you! '

Indirect.—He **prayed** that God might bless me.

Read the following examples carefully to understand some special cases of indirect reporting :—

Direct.—He said to me, ' Let us read together.'

Indirect.—He **proposed** to me that we should read together.

Direct.—The teacher said, ' Let him enter.'

Indirect.—The teacher said that he might be allowed to enter.

Direct.—The girl said, ' Let me go to the fair.'

Indirect.—The girl asked to be allowed to go to the fair.

Direct.—The guest said to us, ' I thank you for your kindness.'

Indirect.—The guest thanked us for our kindness.

Direct.—The visitor said to us, ' Farewell.'

Indirect.—The visitor bade us farewell.

Direct.—Rama said to Govind, ' Will you call on me in the evening? '
Govind said, ' Yes.'

Indirect.—Rama asked Govind if he would call on him in the evening, and Govind replied that he would.

Direct.—Rama said to Govind, 'Do you know that man?' Govind said, 'No.'

Indirect.—Rama asked Govind if he knew that man, and Govind replied that he did not.

Direct.—He said to me, 'I hope you are well.'

Indirect.—He hoped I was well.

EXERCISE 8

Turn the following into the indirect form of narration :—

1. He said, 'The book is on the table.'
2. Rama says, 'The cow was standing near the tree.'
3. He said, 'Some of the girls were singing.'
4. He said, 'The policeman stopped the boy.'
5. He said, 'The policeman's duty is to keep order.'
6. The teacher says, 'The Indus is the biggest river in India.'
7. The teacher says, 'Abdul does not read at home.'
8. The teacher said, 'Abdul did not read his lesson to-day.'
9. He said, 'The rainy season lasts for four months.'
10. He says, 'The pane is broken.'
11. He said, 'It is raining.'
12. Kamal said, 'The horse is lame.'
13. The judge said, 'This thief shall be kept in prison for a week.'
14. Rama says, 'The school will be closed on Good Friday.'
15. The teacher will say, 'Idle boys cannot get a prize.'

EXERCISE 9

Turn the following into indirect speech :—

1. The teacher said to Rasul, 'Stand on the bench now.'
2. The dove said to the ant, 'Sit on the leaf and swim to the shore.'
3. Sharda said to her friend, 'Give a pice to this beggar.'
4. The master said to his servant, 'Go from here now and return to-morrow.'
5. He said to his son, 'Be prudent.'
6. The teacher said to Mohammed, 'Throw away these cards.'

7. The teacher said to the monitor, 'Who broke this pane?'
8. He says, 'When will the train start?'
9. He will say, 'Why should boys wander about late at night?'
10. The boy said to the teacher, 'Are there two tides in the sea every day?'
11. Mena said, 'Is he an honest man?'
12. Noshir said, 'Are all men equal before God?'
13. The old woman said, 'God bless the good boy!'
14. The boys said, 'Long live the school!'
15. The boy said, 'Oh! the wicket is down.'
16. He said, 'Alas, the good animal is dead.'

EXERCISE 10

Express the following in the indirect form of narration :—

1. He says, 'This is my book.'
2. Babu says, 'That is a good book.'
3. Babu said, 'This is a good book.'
4. The girl said, 'The cow ate all the hay.'
5. The teacher said, 'The examination will come off in July.'
6. The teacher said to us, 'Your examination will come off in July.'
7. The boy said to his father, 'Our examination is over.'
8. My friend said to me, 'I had left before you came.'
9. He says, 'Rama has gone to the market.'
10. The master said, 'The moon is nearer the earth than the sun.'
11. He said, 'My brother is ill to-day.'
12. The sage said, 'All men are mortal.'
13. Karim said to me, 'You are right.'
14. I said to Karim, 'You are right.'
15. My brother said, 'I had no sleep last night.'
16. My brother said to me, 'I had no sleep after you left.'
17. The teacher said to Shaikat, 'You shall see me to-morrow.'
18. A poet said, 'The night is dark and I am far from home.'
19. My sister said to me, 'You may put the red ribbon in your buttonhole.'
20. The fox muttered, 'The grapes are sour.'

21. 'If you will let me go now,' said the mouse to the lion,
'I may be able to do you a kindness sometime or another.'
22. The old man said to his sons, 'I am dying, and I wish you to get all my riches.'
23. His uncle said to him, 'Do you wish to go on a pilgrimage?'
He said, 'Yes.'
24. The merchant said to the customer, 'Don't you want a new umbrella?' The customer said, 'No.'
25. A lady said to her husband, 'I can't think what's the matter with this clock. Last night it was all right, to-day it won't go at all. I wish you would see what you can do to make it go.'
26. The teacher said, 'Some of the stars are many millions of miles away from the earth.'
27. Lord Chatham said, 'If I were an American, as I am an Englishman, while a foreign soldier remained in my country, I never would lay down my arms.'
28. The farmer said to the traveller, 'Friend, you are mistaken.'
29. The girl said, 'Can't we get good vegetables here?'
30. He said to me, 'What are you doing?'
31. I said to him, 'How do you do?'
32. The man said to me, 'When will you go to Calcutta?'
33. I said to Mali, 'When will you come here?'
34. Abdul said to the teacher, 'When will our examination come off?'
35. He said to Rehman, 'Do you know how to spin a top?'
36. The Inspector said to me, 'Are you a scout?'
37. The teacher said to the boys, 'Did you ever see a rainbow?'
38. I said to Hemant, 'When will your father arrive?'
39. I said to him, 'What would you like to be?'
40. He said to you, 'Is your house situated in a good locality?'
41. He said to me, 'How long would you be away?'
42. The teacher said to Sita, 'Do you help your mother?'
43. The teacher said to Sita, 'Why don't you help your mother?'
44. The guest said to me, 'Isn't the climate of your town rather moist?'

45. Rehman said to him, 'How can I repay you for this kindness?'
46. The examiner said to me, 'Can you tell me the causes of the third Afghan war?'
47. He said to you, 'Did you not hear Gani complain of headache?'
48. I said to the teacher, 'What do you want, sir?'
49. The teacher said to Nathan, 'Hold your tongue.'
50. The teacher said to the girls, 'Keep a wide margin in your notebooks.'
51. My father said to me, 'Keep your diary regularly.'
52. The boy said to the teacher, 'Please pardon this first fault.'
53. The cat said to the rat, 'Let us start on a pilgrimage.'
54. He said, 'Let me sleep well to-night.'
55. My father says, 'Never tell a lie.'
56. The boy said, 'What luck!'
57. The girl said, 'O, what fun it is!'
58. The woman said, 'Alas, I am ruined now.'
59. I said to my sister, 'May you be happy!'
60. My sister said to me, 'God bless you!'
61. The boy said, 'Long live the king!'
62. The teacher said to us, 'May you all have a nice holiday!'
63. The old man said, 'Alas, those happy days are gone.'
64. 'Stop! thief!' said the policeman.

EXERCISE 11

Express the following in the direct form of narration :—

1. The boy said that the horse had run away.
2. Rasul will say that the team cannot play on Monday.
3. Sharda mentioned that the weather was very warm that day.
4. My teacher thought that that poem was not very difficult.
5. He declared that the clerk was writing a letter.
6. The soldier said that he would do his duty.
7. The merchant maintained that the umbrella would cost two rupees.

8. Rama said that the dog was blind.
9. Sita told Rama that she could not find his book then.
10. Hari said that he would be very pleased to see him the next day.
11. You said that you were ill.
12. Hussein told me that I looked very pale that night.
13. The fisherman thought that if he let go the fish then, it might not return to him.
14. You told me that you had not slept the night before, and that you could not read that lesson then, but if I went to you the next day you would be ready with it.
15. The teacher bade the boys be silent.
16. The teacher advised the boys to work carefully.
17. Antonio asked Bassanio to give him his hand.
18. My brother advised me not to loiter on the way.
19. The mouse prayed to the lion to let it go then, as it might be useful to him thereafter.
20. The general commanded the soldiers to march quickly.
21. The gentleman ordered his servant to keep his car ready the next morning.
22. Laxman asked his sister to run a race with him.
23. I inquired of the traveller whether he had ever met with an accident.
24. He asked his servant why he had opened the door.
25. Hemant inquired of me whether my sister was good at English.
26. My mother wanted to know why I was up so early that day.
27. The teacher asked which was the longest river in the world.
28. Sita asked her sister whether she had gathered the flowers.
29. The doctor wanted to know when he first had the fever.
30. The girl inquired whether I had seen a rainbow in the sky the previous evening.
31. He asked me when I would leave for Delhi.
32. The teacher wished to know why I wanted to leave the next day.

VII

CORRECT USE OF PREPOSITIONS AFTER CERTAIN WORDS

Certain nouns, adjectives and adverbs are followed by particular prepositions only. In some cases the addition of a preposition changes the usual meaning of a word, and in certain other cases the same word with different prepositions has different meanings.

Prepositions after Nouns

The following sentences illustrate the correct use of prepositions after particular nouns :—

1. I have no **acquaintance with** that man.
 2. Sharat has great **affection for** his mother.
 3. I gave him the **assurance of** my full support.
 4. Clive was successful in the **battle with** the Nawab.
 5. Have you any **complaint against** this boy?
 6. Success has no **connexion with** virtue.
 7. The new teacher has great **control over** his class.
 8. We have a **duty to** the country.
 9. You had no **excuse for** remaining absent.
 10. The patient has great **faith in** his doctor.
 11. He felt great **grief at** the death of his pet parrot.
 12. The prince is the **heir to** his father's throne.
 13. Have you any **interest in** music?
 14. He has sent me an **invitation to** dinner.
 15. I have no **leisure for** reading newspapers.
 16. He is a **match for** his adversary.
 17. Have you any **objection to** my going on a pilgrimage?
 18. An honest man is always at **peace with** his fellow men.
 19. Are your **preparations for** the tour complete?
 20. Has he made good **progress in** his studies?
 21. There was once a quarrel **between** the French and the English.
 22. Do you know the **relation of** the moon **to** the tides in the ocean?
- or Do you know the **relation between** the moon **and** the tides in the ocean?

23. Mahatma Gandhi has a great **reputation for** truthfulness.
24. He made no **reference to** you.
25. Aladdin bears great **spite against** his cousin.
26. What is your **subscription to** the cricket fund ?
27. Dastur has no **taste for** books.
28. You should have **trust in** my honesty.
29. The mullah has great **zeal for** his religion.

Prepositions after Adjectives

The following sentences illustrate the correct use of prepositions after particular adjectives (or participles used as adjectives) :—

1. Rehman is wholly **absorbed in** reading a novel.
2. You are not quite **accurate in** your answer.
3. He was **accused of** theft.
4. The old man was **afflicted with** rheumatism.
5. I am very **angry with** that fellow.
6. The chairman made a speech **appropriate to** the occasion.
7. He is quite **averse to** work.
8. Are you **bent on** starting business ?
9. The clerk was **busy with** his work in the office.
10. The Taj Mahal is **celebrated for** its great beauty.
11. The town is **clear of** smallpox.
12. This class is **composed of** students from Peshawar, Lahore and Delhi.
13. Is he **confident of** success ?
14. The patient is now **cured of** his disease.
15. The teacher is **delighted with** your progress.
16. George Washington was **determined on** the independence of his country.
17. He is **engaged in** drawing a picture.
18. Health is **essential to** happiness.
19. He was **exhausted with** fatigue.
20. The dog is very **faithful to** his master.
21. I am not **familiar with** the streets of this town.
22. Is he **fit for** the office of a secretary ?
23. Drinking-water should be **free from** germs.

24. The judge found him **guilty** of the offence.
25. Are you **hopeful** of success?
26. Smoking is **hurtful** to the young.
27. Rehman's answer is **identical with** that of Abdul.
28. Mohammed is **ill with** fever.
29. A strong man is **indifferent** to hardships.
30. The district was **infested with** locusts.
31. I was **introduced** to the Collector.
32. Is he **jealous** of your success?
33. This bracelet is **made of** gold.
34. Pure air is **necessary** to health.
35. Children should be **obedient** to their parents.
36. I am much **obliged** to you for your kindness.
37. Rustom was **offended with** you for your insolence.
38. This shape of the turban is **peculiar to** the people of Kathiawar.
39. He is **polite** in his behaviour to all.
40. Milk is **preferable** to tea.
41. I am quite **prepared** for the examination.
42. He is **proud of** his success.
43. The family was **reduced to** poverty.
44. Are you **related to** Dr. Kaul?
45. He is not **satisfied with** the salary he gets.
46. The umbrella will be **serviceable to** you in the rainy season.
47. I am very **sorry for** my mistake.
48. Are you **sure of** passing the examination?
49. I am very **thankful for** the kindness you have shown me.
50. The bamboo is **useful for** many purposes.

Prepositions after Verbs

The following sentences illustrate the correct use of prepositions after particular verbs :—

1. The judge **acquitted him of** theft.
2. I could not **agree with** him.
3. Night **alternates with** day.
4. You should **avail yourself of** this opportunity.

5. Do you **believe in** astrology ?
6. This book **belongs to** me.
7. He does not **care for** his father's opinion.
8. Hemant will **compete with** Rasul in the running race.
9. Let me **congratulate you on** your success.
10. The judge **convicted him of** theft.
11. I have now **decided on** going to Simla during the vacation.
12. I **differ with him on** the question of postponing the match.
13. The African lion **differs from** the Indian.
14. He will **dispose of** all his property.
15. The bird could not **escape from** the cage.
16. The teacher **explains a lesson to** the boys.
17. Wheat is **exported from** India to England.
18. The watchman **guards the house against** thieves.
19. Did you **hear of** the accident in our town ?
20. Does he **hope for** success ?
21. Sugar is **imported into** India **from** Java.
22. I have **invited him to** dinner.
23. Never **jest at** a thing which others respect.
24. He cannot **keep from** drink.
25. The engineer will level the bridge **with** the road.
26. My friend Romesh has **met with** serious trouble.
27. My father **objects to** my going to England.
28. We shall now **partake of** refreshments.
29. A wise man does not **prefer wealth to** health.
30. He is **prohibited from** entering the class to-day.
31. I **reasoned with him about** taking medicine, but with no result.
32. Could you **rely on** that man's promise ?
33. As the patient was very ill, I had to **send for** a doctor.
34. I **start for** Calcutta. The train **starts at** six.
35. A beginner has always to **struggle against** many difficulties.
36. Pratap would not **surrender to** Akbar.
37. I **sympathize with you in** your misfortune.
38. The child **trembled with** fear.
39. We cannot **trust our servant with** money.
40. Do you **wish for** a holiday ?
41. I have to **wrestle with** many difficulties.

Some verbs with different adverbs or prepositions

The following examples show how the same verbs with different adverbs or prepositions acquire different meanings :—

1. **To bear off** : to carry away (a prize or a prey).
To bear up : to endure, not to despair (intransitive).
To bear on or upon : to apply to (a question).
To bear with : to make allowance for (somebody's weakness).
2. **To break away** : to free oneself from restraint and get away abruptly (e.g. a tiger from a cage).
To break down : to fail completely (e.g. a scheme, an organization).
To break in (a horse) : to train it to the harness or saddle.
To break in upon : to interrupt forcibly and unexpectedly.
To break into : to enter forcibly and unexpectedly.
To break open : to open with violence.
To break out : to appear and spread suddenly (e.g. an epidemic).
To break up : to disperse (a meeting).
To break with : to stop good relations with (a friend).
3. **To call at** : to visit a man's house and inquire about him.
To call forth : to bring into action (e.g. one's energies).
To call on : to pay a brief visit to.
4. **To come across** : to meet with.
To come off : to turn out, to fare (e.g. in an examination).
To come round : to be persuaded, to change one's opinion.
5. **To deal in** : to do business in.
To deal out : to divide amongst several, to distribute.
To deal with : to have business relations with.
6. **To draw back** : to withdraw.
To draw near : to approach.
To draw on : to write out (e.g. Nanu will draw a cheque on the Imperial Bank).
To draw out (a person) : to induce a person to talk, or disclose his views.
To draw up : to draft (a document).

7. **To fall in** : to form into a line (as in drill).
To fall out : to quarrel.
8. **To get at** : to reach.
To get away : to leave, to go away from a place.
To get back : to return.
To get off : to escape with little punishment or no punishment.
To get over : to surmount (a difficulty).
To get up : to rise (as from bed or a seat); also, to prepare, or acquire knowledge with an object in view (e.g. I will get up my history for the examination).
9. **To give in** : to yield, cease arguing.
To give up : to abandon.
To give out : to report, declare.
10. **To look after** : to take care of.
To look for : to search for.
To look into : to inspect closely.
To look over : to examine superficially.
11. **To make after** : to run after.
To make of : to understand.
To make off (with) : to run away (with).
To make up : to supply what is wanting.
To make up to : to approach.
12. **To put by** : to lay aside, to store up for future use.
To put off : to postpone.
To put on : e.g. He is putting on his coat.
To put up : to give lodging to.
To put up with : to endure, to tolerate.
13. **To take away** : to remove.
To take for : to mistake (e.g. I took him for a thief).
To take in : to deceive.
To take off : to remove.

EXERCISE 12

Insert appropriate prepositions in the blank spaces below :—

1. Ram Singh received an invitation.....tea from Gopaldas.
 The latter became acquainted.....Ram Singh at

Lahore. They are both interested.....cricket, but neither of them has as yet a reputation.....being a good batsman or bowler.

2. The song that Rahena sang was quite appropriate....the occasion.
3. I do not believe.....luck; there was a time when friends congratulated me.....my luck, but when luck turned and I had to wrestle.....endless difficulties, there were few to sympathize.....me in my troubles.
4. Mulchand is no match.....Lala. They were friends at one time and showed great affection.....each other. But for some time now there has been a quarrel.....the two. Mulchand says he has no spite.....Lala and has no objection.....making friends with him once again, for he likes to be at peace.....all his neighbours.
5. There are few men who are satisfied.....their lot.
6. I never could rely.....that man. He could never keepjesting.....other people's views and opinions.
7. Narsi is the son of Rajpal, the banker, and will be the heir.....his father's great wealth. He, however, does not show much taste.....reading or great zealhis studies. He was not in class to-day and had no excuse.....remaining away. His teacher who, as a rule, does not lose control.his temper, severely rebuked him and said that he would make a complainthis behaviour.....his father, for he believes that at this rate the boy will not make much progresshis studies.
8. It is essential.....good health that a man should be free.....cares.
9. Sundar Singh objects.....my joining a gymnasium. I have reasoned.....him.....the necessity of taking exercise, but he is not the man to surrender.....arguments. He pretends to know everything, although he has met.....failure in most things he has attempted. I think I had better not take much notice.....his opinion.

10. The relation of a citizen.....his country is the same as that.....a child.....his parents. Just as we owe love and reverence.....our parents so we owe love and duty.....our country.
11. The house in which I was living was infested.....rats.
12. Nadir has been so absorbed.....his books, and so busy preparing.....the examination, that I cannot understand why he is not confident.....passing.
13. When we invited Rasul.....dinner, for the first time after many months he partook.....ice-cream, which the doctors had prohibited him.....eating after his late illness.
14. Are you related.....Hansraj ? I was introduced.....him the other day.
15. The Manager had great faith.....Chaman's honesty and trust.....his sense of duty. He, therefore, showed great affection.....him and allowed him much leisuregames. But when he noticed that Chaman was making preparations.....running away from office to watch a cricket match, without any reference.....him, he felt great grief.....the lad's abuse of his kindness.
16. My uncle was afflicted.....a serious illness ; he is now cured.....his trouble and is much obliged.....the doctor.....his kind attention.
17. Mohan was at one time celebrated.....his great wealth, but to-day his family is reduced.....great poverty.
18. Did you hear.....the strange incident at Lahore ? The police, who were guarding a house.....house-breakers, were attacked by burglars, and had great difficulty in making their escape.....the place with their lives.
19. Health is preferable.....wealth.
20. Nanak was accused.....the crime, and everybody was inclined.....believe him guilty, but he was acquitted by the judge.
21. Lala, though ill.....fever and exhausted.....toil, always remained faithful.....his country's interest.

22. Many articles that are imported.....India are again exported.....other countries.
23. He speaks with an accent which is peculiar.....the Kashmiris.
24. I am very sorry.....my rudeness to you, and I am very thankful.....your readiness to forgive me for it. In future I shall always be polite.....my behaviouryou.
25. I explained to my uncle that I had decided.....going in for higher studies in science. I told him that I would start.....Europe very soon, and requested him to dispose.....some of my property to pay for my education. If he would not do so, I was prepared to struggle.....my difficulties.
26. If you are not accurate.....your answers, you can never be hopeful.....success.

SECTION II
PUPIL'S OWN COMPOSITION
(MODELS AND EXERCISES)

CHAPTER VIII
ORAL COMPOSITION

I

ANSWERING QUESTIONS

Read carefully the following examples of questions and answers :—

- | | |
|---|--|
| 1. <i>Q.</i> How old are you ? | <i>A.</i> I am ten years old. |
| 2. <i>Q.</i> Where do you live ? | <i>A.</i> I live in Bazaar Street. |
| 3. <i>Q.</i> Who is your guardian ? | <i>A.</i> My father is my guardian. |
| 4. <i>Q.</i> What is he ? | <i>A.</i> He is a doctor. |
| 5. <i>Q.</i> Do you know how to paint ? | <i>A.</i> Yes, I know how to paint.
<i>or</i> No, I do not know how to paint. |
| 6. <i>Q.</i> Don't you sing ? | <i>A.</i> Yes, I do sing.
<i>or</i> No, I don't sing. |
| 7. <i>Q.</i> Can you tell me the time ? | <i>A.</i> Yes, it is three o'clock.
<i>or</i> No, I haven't a watch with me. |
| 8. <i>Q.</i> Will you send me your book ? | <i>A.</i> Yes, with great pleasure.
<i>or</i> No, I can't let you have it at present. |

Note the last four examples. Whether a question is affirmative or negative is not to be considered when saying **yes** or **no** in reply. We say **yes** if our answer is affirmative, and **no** if our answer is negative.

EXERCISE 1

Answer the following questions :

One of the pupils can put the questions to another sitting at a distance, so that the whole class may hear the latter's answers.

The answers can be short, but they must be **to the point** and always **in complete sentences**.

(i) *About your family*

1. How many are there in your family ?
2. Who is the head of the family ?
3. How many brothers and sisters have you ?
4. Are any of your brothers learning in this school ?
5. Which of your brothers is he ?
6. Do the ladies of your family observe purdah ?
7. How do you help the others in the family ?
8. Have you a wide circle of relatives ?
9. Are you very friendly with them ?
10. Do you ever call on your cousin ?
11. When did you last visit your aunt ?
12. Does she return your visits ?

(ii) *About your home*

1. Where is your house ?
2. On which side of the street is it ?
3. Is it situated in a good locality ?
4. Is your house on the main road ?
5. How many rooms are there in your house ?
6. Is your house a two-storied one ?
7. Has it a high verandah ?
8. Is the ground floor well ventilated ?
9. Do any of the windows look out on the side lane ?
10. How wide is the front of the house ?

(iii) *About your school*

1. Since when have you been at this school ?
2. How far is the school from your house ?
3. When do you usually start from home ?

4. How many periods in the week does your school work?
5. How many boys and girls are there in your school?
6. How long is the recess on week days?
7. How long is it on Saturdays?
8. What games are played in your school?
9. Which game do you like best?
10. Is the playground close to your school?
11. Does your school ever play cricket matches with other schools?
12. How many of your classmates are day students and how many of them are boarders?

(iv) *About your lessons*

1. What are your school hours?
2. What subjects have you to study at school?
3. Which of these do you like best?
4. How many hours a day do you read at home?
5. Do you get much homework to do?
6. Do you read your lessons by yourself or in the company of a friend?
7. Which are the hours when you usually do homework?
8. How do you manage to keep up with the class in your weak subjects?
9. Don't you sometimes feel tempted to play rather than work?
10. Do you take any exercise?
11. What is your favourite exercise?
12. Do you take it regularly?
13. Who looks after your education at home?
14. Do you take part in sports?
15. Aren't you good (up to the mark) in arithmetic?

(v) *About what you would like to do*

1. What would you like to be?
2. Why do you choose that occupation?
3. Would you have many chances of doing good to others in that kind of work?

4. What would be your prospects in that occupation ?
5. Would you have to receive special training for that kind of work ?
6. In how many years do you think you will be able to make a start ?
7. What do you think the training will cost ?
8. Would you have to go abroad for training ?
9. Do your parents approve of your intentions ?
10. Will they be able to meet the expenses of your education during these years ?

(vi) *About your town*

1. What is the population of your town ?
2. What is the main occupation of the people ?
3. Which are the important communities dwelling in your town ?
4. Which is the largest community there ?
5. Are the people enterprising ?
6. Are there many places worth visiting ?
7. In what circumstances was the town founded ?
8. Has it any historical importance ?
9. Isn't the climate of the place healthy ?
10. Has your town a railway station or is it an out-of-the-way place ?
11. Is the town a centre of trade ?
12. What are its main imports ?
13. Can you supply most of your wants locally ?
14. Are most of the people well off or prosperous ?
15. What is your northern boundary ?

(vii) *About your town—(continued)*

1. Is the sanitation of your town satisfactory ?
2. Who looks after the sanitation of your town ?
3. In what ways might the sanitation of your town be improved ?
4. From where does the town get its water supply ?
5. By which railway line is your town served ?

6. Is your town the headquarters of the district ?
7. How far is your town from the nearest presidency town ?
8. Which are the principal public offices in your town ?
9. Has your town a good library ?
10. Has your town the advantage of electric lighting ?

(viii) *Miscellaneous*

1. How many seers are there in a maund ?
2. What fraction of a mile is a furlong ?
3. How many annas make a rupee ?
4. How many pies is an anna worth ?
5. What coins are current in India at present ?
6. If I give you a silver rupee, how will you know whether the coin is good or bad ?
7. What do you find on the obverse of an anna piece ?
8. What is inscribed on the reverse of an eight-anna piece ?
9. Have you ever met with an accident ?
10. Do you subscribe to any newspaper ?
11. What was your contribution to the school gathering fund ?
12. Why don't you learn to swim ?
13. How do you wish to spend the next vacation ?
14. Don't you take any interest in indoor games ?
15. When does your next birthday fall ?
16. How do you propose to celebrate it ?

II

ASKING QUESTIONS

Note the following pairs of sentences :—

Declarative	Interrogative
1. He is a carpenter.	Is he a carpenter ?
2. Hardayal likes mangoes.	Does Hardayal like mangoes ?
3. The boy did not touch the vase.	Did not the boy touch the vase ?
4. Your aunt will give you a present.	Will your aunt give you a present ?

In asking a question :—

1. The verb is generally placed **before** the subject ;
2. The helping verb **do** is sometimes used ;
3. When **do** or any other helping verb is used, it comes before the subject, and the principal verb comes after the subject.

EXERCISE 2

Ask questions as directed :—

1. Someone tells you that there has been a motor accident in your town ; ask him five or six questions to find out more about it. (You may inquire about the place, the cause, the damage, the injury to persons, etc.)
2. A man reports that a fire has broken out in your town. What information would you ask from such a person ?
3. A policeman informs you that thieves have broken into a house in a neighbouring street by night. Inquire into the matter.
4. Govind tells you that your friend has been ill. What inquiry would you make after your friend's health ?
5. You are told that your cousin has given up school. What questions would you ask to find out why he did so ?
6. A circus company is shortly to visit your town. What would you like to know on hearing this news ?
7. You meet a friend who has returned to school after long absence. What questions would you put to him ?
8. You meet an old acquaintance whose whereabouts during many years were not known to you. What questions would you put to him ?
9. If you met a friend who had lately returned from Europe, what are the questions you would ask him ?
10. Your brother has just returned from a match between your school eleven and another. You were not present at the match ; ask him questions about it.
11. Your sister has just returned from her school sports and you are keen on knowing all that happened there. What are the questions you would put to her ?

12. You meet a friend who tells you that he has flown in an aeroplane. What are the things you would like to know from him ?
13. You want to engage a coachman (or chauffeur), and someone offers himself for the job. What questions would you put to him to find out if he would suit you ?
14. Pretend that your monitor is the booking-clerk at a railway station from which you want to buy a ticket for Bombay (or Delhi). Make some inquiries from him about your journey. (The fare ; the time required ; when the train is due ; express or slow train ; through train or not ; luggage allowed free, etc)
15. Imagine that you have met a sparrow that can talk. What questions would you put to it to find out all about its life ?
16. If the public well of your street could talk, what are the questions you would like to ask it ?
17. Pretend that you are a bullock ; what questions would you put to your master ?
18. Suppose that you were a horse and had come across a motor car. What questions would you put to it ?
19. Imagine that you are a rat face to face with a cat. What are the questions you would ask it ?
20. If you were a flower, what questions would you put to a bee ?

III

FORMING SENTENCES (ORALLY)

Form a sentence orally about an elephant.

Example.—An elephant is a very intelligent animal.

Form a sentence about a weathercock.

Example.—A weathercock usually points in the direction of the wind.

Form a sentence about newspapers.

Example.—We should all read those newspapers that give an account of the important events happening in the world.

Form a sentence about **America**. Use the passive voice.

Example.—America was discovered by Columbus in 1492.

Form a complex sentence about **stars**.

Example.—Stars as a rule shine best after the sun has set.

Form a negative sentence about **the moon**.

Example.—The moon does not shine by its own light as the sun does.

EXERCISE 3

(i) Form a sentence orally about each of the following :—

A mango.	A police station.
India.	The postman.
The policeman.	A fire-engine.
A fountain-pen.	The sun.
A looking-glass.	Clouds.
Geometry.	A sewing-machine.
A railway engine.	A typewriter.
The clothes you wear.	The weather to-day.
An alarm clock.	Your homework to-day.
The Indus.	The vegetable market.

(ii) Form a sentence orally about each of the following, **using the active voice** only :—

A carpenter.	A horse.
A blacksmith.	A dog.
A potter.	A clock tower.
Your neighbour.	A garden.
Shivaji.	A plantain.

(iii) Form a sentence orally about each of the following, **using the passive voice** only :—

Panipat.	An inkstand.
Calicut.	A drum.
Delhi.	A bugle.
Mangoes.	A book.
Oranges.	A camera.

Snuff.	A pencil.
A water-wheel.	The school bell.
A fan.	An eclipse.
A baby.	A bookcase.
A picture.	A diamond.

(iv) Make an oral statement about each of the following in a **single complex sentence** :—

The cow.	A coconut.
The camel.	The game of hide and seek.
Football.	Stories.
The bamboo.	Travelling in a bullock-cart.
Silver.	Regular bathing.
A rainbow.	A public library.
A scout camp.	The force of habit.
A holiday.	Proverbs.
Kite-flying.	Sleeping in the open.
A gramophone.	Quinine.
The study of history.	A postcard.
A school vacation.	A penknife.
Good character.	

(v) Form a **negative sentence** about each of the following :—

A table.	Learning.
A donkey.	Clouds.
London.	Brahmins.
An examination.	Geography.
A banyan tree.	A motor car.
A lamp.	Sea.
A squirrel.	Coal.
Karachi.	An ant.
A fan.	A flag.
An orange.	Stars.
Eggs.	Silver.
Composition.	A rupee.
	An apple.

CHAPTER IX

FIRST STEPS TO WRITTEN COMPOSITION

You are now required to write easy sentences on subjects set to you. In doing so, remember the following points :—

1. Every sentence should begin with a capital letter. A full stop is placed at the end of every declarative or imperative sentence, the sign of interrogation is placed at the end of every interrogative sentence, and the sign of exclamation is placed at the end of every exclamatory sentence.
2. There cannot be a sentence without a subject and a finite verb, expressed or understood.
3. Use sentences of different kinds and constructions, and your sentences will then make pleasant reading. You know what the different types of sentences are. Sentences may be in the active or the passive voice ; they may be affirmative or negative ; they may be declarative, interrogative, imperative, or exclamatory ; they may be simple, complex, double, or multiple.
4. Revise carefully what you write ; examine the spelling of every word ; make sure that the common rules of grammar and syntax have been observed. If in your first copy you have made many corrections or alterations, make a fair copy.
5. Leave a wide margin at the top as well as on the left-hand side of your exercise book. Write clearly and boldly.

Example 1.—Write two or three sentences about a motor car.

A Motor Car

Nowadays we see motor cars everywhere. They are not drawn by horses, oxen, or other animals, but are driven by engines which burn petrol. Good motor cars can travel faster than trains and more smoothly than bullock-carts or horse-carriages.

Example 2.—Write some sentences about the sea.

The Sea

The sea surrounds and connects all the continents of the earth. Sea water cannot be used for drinking, because it is brackish. Thousands of steamers and sailing ships cross the seas and oceans every day. Fishes live in the sea, and it is said that there are more living creatures in the sea than on land.

Example 3.—You have just returned home after a pleasant evening walk. Write an account of it in two or three sentences.

An Evening Walk

My friend Laxman and I have just returned from a walk to the Princess Park. There were hundreds of men, women and children there, admiring the beautiful flowers and enjoying the fresh air. When it began to grow dark, we could not stay there any longer, and we made for home quickly.

Example 4.—Yesterday while returning from the playground, you saw a cyclist dash against a lamp-post. Write three or four sentences describing the incident. •

A Cyclist in an Accident

When I was returning from the playground at about half past six yesterday evening, I witnessed a bicycle accident.

I was walking along Bazaar Street, just near the bookseller's shop, when a young cyclist came up from behind me.

The horse of a passing carriage shied just then and dashed against the front wheel of the cycle.

The result was that the cyclist was thrown off and had a nasty fall, while his bicycle struck against a lamp-post and was badly damaged.

Example 5.—Sita invited Radha to tea at her house. Radha asked a question or two, and then accepted the invitation. Reproduce their conversation, using their exact words.

(In sentence 1, say what Sita said to Radha ; in sentence 2, make Radha ask what the occasion is for the party ; in sentence 3, give Sita's answer to the question ; in sentence 4, make Radha ask what other friends have been invited ; in sentence 5, give Sita's answer to that question ; in sentence 6, convey Radha's acceptance of the invitation ; and in sentence 7, Sita's thanks.)

Sita invites Radha to Tea

1. Sita said, ' Radha dear, do come to our house this evening as we are having a small party.'

2. Radha said, ' Thank you so much, but may I know what is the occasion for it ? '

3. Sita said, ' It is my brother's birthday.'

4. Radha said, ' Is that so ? Who are the others whom you expect ? '

5. Sita said, ' Not very many, to be sure, but Saroj and Laxmi will be there, and also my aunt and her daughters.'

6. Radha said, ' Why, then, I shall most certainly come to wish the little fellow many happy returns of the day and to spend a delightful evening myself.'

7. Sita said, ' So kind of you—thank you. Good-bye.'

EXERCISES

Write three or four sentences about each of the following :—

- | | |
|------------------------|----------------------------|
| 1. A bullock-cart. | 13. Playing marbles. |
| 2. Monkeys. | 14. A policeman's uniform. |
| 3. Parrots. | 15. Robert Clive. |
| 4. A pair of scissors. | 16. Babar. |
| 5. The new moon. | 17. Guru Nanak. |
| 6. The full moon. | 18. Uses of rubber. |
| 7. A rainy day. | 19. Flowers. |
| 8. Ice. | 20. Mountains. |
| 9. Ice-cream. | 21. Iron. |
| 10. Aerated waters. | 22. Salt. |
| 11. Sunlight. | 23. The babul tree. |
| 12. Your first holiday | 24. Cricket |

25. You have just returned from a cricket match. Write two or three sentences about this match.
26. You saw to-day a snake-charmer in the street. In a few sentences describe what you saw of the snake and the man.
27. You saw to-day a bear-trainer amusing a street crowd by showing the tricks of his animal. Write some sentences telling what interested you at the show.
28. A brave boy saved a child from drowning. You saw him from a distance. Write three or four sentences to tell us what you saw.
29. You saw a young boy doing something wrong, and advised him to behave properly. The boy agreed to follow your advice. Write four sentences about the matter. (Do *not* use the exact words of your conversation.)
30. Some boys, whilst running about during recess, dash against a water pot and break it. Describe the incident in three or four sentences.
31. Pretend that you are a pet parrot. Write a few sentences bearing on your life.
32. Pretend that you are a mosquito. Say in a few sentences what you think about men.
33. Pretend that you are a mouse just escaped from a trap. Write a few sentences to show how you got into and out of the trap.
34. The headmaster had to tell you something about your progress in your studies. Reproduce the conversation.
35. You had a talk with your father about buying a new coat for yourself. Give the exact words spoken by each of you.
36. Govind had sent his coat to the dhobi. When he asked the dhobi for the coat, he was told that it was not ready for delivery. Repeat in their own words what passed between them.
37. Write three sentences, one to say what your father's trade or work is, another to say what *he* wishes you to be, and a third to say what *you* wish to be.

38. Write four sentences about the fruit you like best. In sentence 1, say what the fruit is ; in 2, describe its size and appearance ; in 3, say what parts of the fruit can be eaten ; in 4, say in what months of the year the fruit is in season.
39. Write five sentences about an aeroplane you saw flying. In sentence 1, say where you saw it for the first time ; in 2, describe its size and appearance ; in 3, say how many men you saw in it ; in 4, say at what height you saw it fly ; in 5, say whether you would like to be an airman, and why.
40. Write four sentences about clouds. In sentence 1, say what they are ; in sentence 2, give the colours they may take ; in 3, say when they appear most beautiful and why, and in sentence 4, when they are most often seen.
41. Write four sentences giving a short account of your last visit to a circus. In sentence 1, say when and where you last visited a circus ; in sentence 2, mention the animals you saw there ; in sentence 3, tell which animal performed the most interesting tricks ; in sentence 4, describe one of its chief tricks.
42. Write four sentences setting forth the story of a boy who helped a lame dog. In sentence 1, say how and where you saw the thing happen ; in sentence 2, what had happened to the dog ; in sentence 3, how the boy helped the dog ; in sentence 4, who saw and praised the boy's good deed.
43. Write four sentences telling the story of a girl who found a gold ring. In sentence 1, say where the girl found the ring ; in sentence 2, describe the ring ; in sentence 3, mention the probable value of the ring ; in sentence 4, say what she did with the ring.
44. You have received a letter from your cousin. Write five sentences about it. In sentence 1, say which of your cousins wrote the letter ; in sentence 2, when

and from what place he wrote the letter ; in sentence 3, what is the most important news in the letter ; in sentence 4, what request he makes in the letter ; in sentence 5, when you propose to send an answer.

45. Some men were digging a well, when they came upon some old stone images. Write five sentences about their find. In sentence 1, say where the men were digging ; in sentence 2, how far down they had gone when they found the sculptures ; in sentence 3, how many sculptures they found ; in sentence 4, describe the sculptures ; and in sentence 5, say what was done with them.
46. Pretend that you are a dhobi's ox (or donkey). Write five sentences about the life you lead. In sentence 1, say what you are ; in sentence 2, how you are useful to your master ; in sentence 3, how many hours a day you have to work ; in sentence 4, whether your master is kind to you or not ; in sentence 5, whether you like your work.
47. Binod met Suresh who appeared very merry, and asked him the reason for his mirth. Recount their conversation, giving the exact words used by them. In sentence 1, put Binod's question to Suresh ; in sentence 2, give Suresh's reply ; in sentence 3, Binod's parting remarks.
48. Muni went to the bazaar to buy potatoes. Reproduce in five sentences and in the words of the speakers what questions Muni put to the grocer and what answers the grocer gave to her. In sentence 1, make Muni ask the price of potatoes per seer ; in sentence 2, give the grocer's reply ; in sentence 3, make Muni offer a lower rate ; in sentence 4, convey the potato-seller's willingness to take the lower rate ; in sentence 5, make Muni give an order for three seers of potatoes.

CHAPTER X

LETTER-WRITING

I

HOW TO WRITE A LETTER—FIRST STAGE

Everyone knows what a letter is. When we cannot meet a friend or relative we often write a letter to him. The letter contains our message for the other person to read.

Five Important Points

1. The name of the place from which you are writing and the date must be mentioned at the top of the notepaper (on the right-hand side). This part of the letter is called the **heading**.
2. A letter to a member of one's family begins thus : ' My dear Father,' or ' My dear Cousin,' (according to the relationship). You begin a letter to a friend with the **greeting** ' My dear friend,' or ' My dear Bhagwansingh,' (using his name). A letter to one's teacher begins thus : ' Sir,'. Remember that the greeting is always followed by a comma, and that the first letter of the first word in the greeting is written with a capital letter.
3. Then comes the **body** of the letter. It contains the **message**. This should be arranged point after point in separate paragraphs. Place the first word of the message under the last word of the greeting and begin with a capital letter.
4. The fourth part of a letter is called the **close**. A letter to a member of your family may close thus :—

Yours affectionately,
or, Affectionately yours,

A letter to a friend :—

• Yours sincerely,
or, Sincerely yours,

A letter to a teacher :—

I am,

Yours obediently,

Do not forget to put a comma after the close or complimentary ending.

5. The fifth part of a letter is the **address**.

How to address envelopes (or postcards)

Observe carefully the following example :—



P. K. Savoor, Esq
32/1 Alexandra Road
Gandevi, Bombay-7.

- (i) The name of the person to whom the letter is to be sent is placed first.

NOTE.—Be careful to write the address so that it is not partly covered by the postmark.

- (ii) For the sake of courtesy, **Esq.** (Esquire) is often used after a gentleman's name. Otherwise **Mr.** (Mister) is placed before the name instead of **Esq.**

Miss is used before the names of unmarried ladies, and **Mrs.** (Mistress) before those of married ones.

Messrs. (Messieurs, from the French) is put before the name of a firm or company, as : Messrs. Manohar & Son.

- (iii) The name (with number, if any) of the building or that of the street, and the name of the town are placed below the name of the person, each in a new line.

Here are examples of such letters as you will some day have to write. Note how the various parts are arranged ; note also the use of punctuation marks and capital letters in writing the place and date, the greeting, and the complimentary ending or close.

II

EXAMPLES OF LETTERS

1. *From a boy to his father*

Tower Lane,
Pratap Street, Udaipur.
2 November, 1930

My dear Father,

I was so glad to receive your letter last Wednesday. I am sorry I could not send a reply at once. Our terminal examination was on and I was very busy. You know I am not very good at English. My teacher advises me to read English books from our library, and has given me the names of several which he recommends. I think, if I had an English dictionary, it would be of great help to me in reading these books. Will you please buy me one and send it to me ? I promise you I will make very good use of it.

Please tell my mother that I am quite happy here and am keeping very fit. She need not be anxious about me.

Yours affectionately,
Paramanand

2. *From a boy to his teacher, informing him of his illness*

Green Villa,
Station Road, Navsari.
4 July, 1930

Sir,

I have been laid up with a chill and fever since yesterday evening. I shall not therefore be able to attend class to-day.

Will you please register my absence as due to illness ?

I am,
Yours obediently,
P. U. Madon

3. *To a friend, requesting the loan of a cricket bat*

1259 Shanwar Peth,
Poona.

2 August, 1930

My dear Vinayak,

Will you lend me your cricket bat for two or three days? You know I have to play in the test match which begins to-morrow between our School XI and the Young Mahratta XI. I find your bat much lighter than those we have in our school; and that is why I should like to borrow it if you could spare it without inconvenience to yourself. I hope you will come to watch the match.

Yours sincerely,
Rehman

4. *From a girl to a friend, inviting her to dinner*

New Parsi Lane,
Girgaum, Bombay.

15 June, 1932

My dear Freni,

My mother and all of us here will be so delighted if you will come and dine with us on Saturday next at 8 p.m. You know my cousin Shirin? She is going to England very shortly for advanced studies. She will be here and we are asking a few friends besides, all of whom you have met before. I expect we shall have a lot of fun after dinner. Do come. We won't take a 'NO' from you.

Yours sincerely,
Dina

5. *Reply declining*

Gandhi House,
Chawpatty, Bombay.

15 June, 1932

My dear Dina,

I thank your mother and you very much indeed for so kindly inviting me to dinner on Saturday evening.

I should have been very happy to accept your invitation and to meet Shirin and the other guests, but my mother and I are leaving for

Poona at noon on Saturday. It was all arranged before your invitation came and I am really very sorry I shall miss not only a good dinner but a lot of fun besides.

I wish you all a nice time. Please tell Shirin from me that I am sorry I shan't be able to see her before she leaves for England. Give her my love, and say how glad I shall be to hear of her successes in England. Tell her she must write to us as often as she can find the time to do so.

Yours sincerely,
Freni

6. *To a brother, informing him of his grandfather's illness*

Maharaja Mansion,
Palace Road, Mysore,
11 August, 1931

My dear Brother,

I am sorry I could not write to you earlier. The reason is that for the last four or five days grandpa has been seriously ill. The trouble started on Friday last, with high fever and a severe headache. Dr. Nair was immediately called in, and he has been in attendance ever since. He visits grandpa twice every day and does his best for him, but he is not altogether satisfied with his condition. Since this morning the illness seems to have taken a turn for the worse, and his condition is causing everyone at home a lot of anxiety. I wish you would come here as soon as you can.

Yours affectionately,
Anandilal

7. *To a sister requesting her to receive a friend as her guest*

Lajpatrai High School Hostel,
Amritsar.

21 January, 1932

My dear Sister,

Your letter of the 18th has just reached me. I am very glad indeed to read all the good news it contains. I was delighted to learn that little Arjuna has begun to toddle about the house. It must be so

delightful to see him toddling and tumbling down by turns. I wish I were with you to enjoy it all. Kiss the dear child a dozen times for me.

A friend of mine will be very shortly going to your city on some business of his own. He will be there for a day or two at the most. I have given him a letter to you and shall be very glad if you could put him up during the time he is in Lahore. I can assure you he is a very nice and well-behaved young man. His name is Chandanlal and he is related to Mr. Dayal whom you know so well. My love to you and Laljee, and kisses to the little toddler.

Yours affectionately,
Rajpal

8. *From a boy to his father, requesting permission to change his second language*

District High School Hostel,

Barisal.

12 December, 1930

My dear Father,

I have had no letter from you for over a week. I hope it isn't illness that has prevented you from writing but only want of leisure due to heavy office work. I am anxiously looking forward to receiving your letter within the next two or three days.

You know that, following your advice, I chose French for my second language, but now I find I have no liking for it. That is the one subject in which I am far behind the class, and I have to put up with frequent rebukes from the teacher. French has become a terror to me; and I am afraid I shall never pass in French at the annual examination. Luckily it is not yet too late for me to take up another second language in place of French. I should prefer to take Sanskrit if you will permit me to give up French. Our Sanskrit teacher is a very kind gentleman, and promises to help me, so that in a short while I could reach the necessary standard.

My love to Mother, yourself, and all the rest at home.

Your affectionate son,
Romesh

III

EXERCISES—FIRST GROUP

1. Write a letter to your father asking him to buy you a bicycle.
2. Write a letter to your father in which you request him to purchase a radio receiving set (or a gramophone) for the use of the family.
3. Write a letter to cheer up a friend who has been ill.
4. Write a letter to a friend who, you have heard, has been injured in a street accident.
5. Write a letter congratulating a friend who has recently passed an examination.
6. Write a letter to your mother informing her about your illness last week and about the medical attention you received.
7. Write a letter to your sister telling her that you have won a prize in the school sports.
8. Write a letter to a friend informing him that you will shortly be visiting his town on some work; inquire if he could take you as his guest for a few days.
9. Write a letter to your father (or guardian) asking for some pocket money, and telling him how you intend to use it.
10. Write a letter to a friend who has failed in his examination.
11. Write a letter to a friend thanking him for lending his bicycle to you.
12. Write a letter to your father asking his permission to return home on your brother's birthday.
13. Write a letter to your father, in which you ask for his permission to be enrolled among the Boy Scouts (or Girl Guides), and say what you would have to do after enrolment.
14. Write a letter to your younger sister advising her to study hard and to form simple habits.
15. Write a letter to your brother inquiring why you have had no letter from him, and telling him that your parents are very anxious to hear from him.

16. Write a birthday letter to your sister.
17. Write a letter to a friend to tell him that you are arranging a picnic (mention time, place, and companions) and asking him to join.
18. Write a letter to your friend inviting him to join your cricket eleven.
19. Supposing you had received the above letter, what reply would you send if you decided to join the team ?
20. Supposing you had received the letter, what reply would you send if you did not wish to join the eleven ?
21. You are going to a friend's town for the first time : write to him and ask him to meet you at the station (mention date and train).
22. In a letter to a friend, describe the school you have lately entered.
23. Write a letter to your mother, and inquire after your baby sister's illness.
24. You are sending a nice present to your sister : write a letter informing her of this.
25. Acknowledge by letter a birthday gift from your uncle.
26. Ask your mother by letter for an alarm clock and a mosquito net and tell her why you want them.
27. Write a letter to a friend informing him of the match to be played on your school ground, and asking him to come and watch it.
28. Write a letter to your mother telling her that you are in need of a new suit of clothes.
29. Write a letter to your father, and ask him to send you some books which you cannot buy locally.
30. Thank by letter your sister who has written congratulating you on your success.
31. In a letter to your brother, describe the prize distribution at your school, and tell him what prize or prizes you won.
32. Write a letter to your cousin, inviting him to dine with you on your birthday.
33. Supposing you had received the above invitation, what reply would you send accepting it ?

34. Supposing you had received the same invitation, what reply would you send if you could not accept it ?
35. Write a letter to your mother informing her of your success at the terminal examination ; tell her what marks you obtained and what is your rank.
36. Write a letter to your brother who thinks of giving up school, and advise him not to do so.

IV

HOW TO WRITE A LETTER—SECOND STAGE

Besides those ways of beginning and ending letters which we have already mentioned, there are certain others which you ought to learn.

1. You sometimes begin a letter with **Dear Cousin**, or **Dear Friend**, or **Dear Sir**, i.e. without using **My**.

When we address a person (who is not an intimate friend or a relative) by name, we prefix **Mr.** (for Mister), **Mrs.** (for Mistress), **Miss** or **Dr.** (for Doctor) to the name as the case may be ; thus, My dear Mr. Dhanjishah, Dear Miss Nariman, Dear Mrs. Diwan, Dear Dr. Mirzan, and so on.

When writing to a stranger or a person in business, begin your letter thus : Dear Sir (for a man), or Dear Madam (for a woman). A firm is addressed as Dear Sirs.

The first word and the last word of the greeting begin with capital letters. Mr., Mrs., Miss, Dr., and other titles also begin with capital letters.

A comma is put after the complimentary beginning or greeting.

2. The complimentary ending or the close of letters to members of one's family may also be as follows :—

Your affectionate son,
(or brother, sister, cousin, as the case may be).

'Loving' or any other suitable adjective may be used in place of 'affectionate'.

Note also the following forms of complimentary endings :—

To a friend

or Your sincere friend,
Your affectionate friend,

To teachers and employers

or Yours obediently,
or Yours dutifully,
I am,
Your obedient pupil (*or* servant),

To firms or on business

Yours faithfully,

To strangers

Yours truly,

The signature, which is put immediately below the complimentary ending, should be clear and legible. It is best for the writer to sign with that form of his name by which the other person is likely to call him. Thus, in a letter to one's parents, it is best to sign the pet name or nickname by which one is known to them ; but in writing to strangers or on business, it is necessary to sign one's name in full.

N.B.—After you have written a letter, read it through carefully before you put it into the envelope, and correct any mistakes you have made.

V

MORE EXAMPLES OF LETTERS

1. *From a boy to his brother, advising him to join a gymnasium*

98 Civil Lines,

Peshawar.

26 September, 1930

My dear Brother,

I cannot tell you how pleased I was to get your letter this morning and to learn that you have won prizes in English and Science.

There is one thing in your letter, however, that is making me anxious. You say that you feel somewhat tired and depressed. I should advise you to consult a good doctor at once, and follow his advice. I am afraid you have overworked yourself, and that is why you do not feel as well as you ought to. Health is too precious to be neglected, even for the sake of prizes. I should also strongly advise you to join a gymnasium. The time spent in exercise is never wasted. Exercise means health, and with better health you will be able to study better. However, just to encourage you to make a beginning, I shall be glad to make you a present of a gold wrist watch if you join a gymnasium and continue there for at least six months. Six months only from now, and the gold wrist watch is yours if you will keep on at the gymnasium and the exercises, and I know you have the strength of will to carry out a resolution once made.

I shall anxiously await your reply to this. With love,

I am,

Your affectionate brother,

Imamdin

2. *To a friend, requesting him to play for a cricket eleven*

Nicol Road,

Wazirabad.

29 January, 1931

My dear Usman,

I wanted to come and see you personally, but unfortunately I have not had time. So I must write to you instead.

The Crescent Cricket Club, of which I am the Honorary Secretary, is to play a two days' match with the Sialkot Young Men's XI on their ground. Our friends, Ismail Zafar, Wazir Ali, Shaukat Ali, and Sadruddin, have agreed to play for the C. C. C. XI which will be captained by Syed Ahmed. Our team promises to be quite a strong one, and if we could get you to bowl for us, it would be even stronger. We shall be leaving for Sialkot on the 4th of February by the evening train; our hosts, I feel sure, will do everything they can to make us quite comfortable. .

Won't you play for us? I am sure you will. In any case, please send me an early reply.

Yours sincerely,

Sultan Ahmed

3. *From a boy to his teacher, asking his help in making a selection of books for reading*

Near Kotawali, Sitapur,
Post Natina,

Dt. Shyampur.

15 June, 1930

Sir,

Perhaps a letter from me, and especially during the vacation, will come as a surprise to you. I will tell you at once what it is all about. I am spending my holidays here at my uncle's. He has been good enough to make me a present of Rs. 25 which he wishes me to use in buying books. Will you very kindly send me a list of the names of books you think would be suitable for me? I may tell you that I love stories of adventure and heroism, and I should like some books of this kind included in the list. Then I should like to have some books which would help me to improve my English. You certainly know much better than I do what books are best for me, and I think I had better not offer any more suggestions of my own.

With apologies for troubling you, and thanking you in anticipation.

I am,

Your dutiful pupil,

Raghu Bir Datta

4. *From a girl to her brother, against whom their father has received complaints from the headmaster*

Gazni Street,
Faridpur.

8 August, 1930

My dear Brother,

We have had no letter from you for quite a long time, and we were naturally feeling anxious about you, and father was actually on the point of going to see you. Meanwhile he has received news about you which, I am sorry to say, has disturbed him a great deal. It is a letter from your headmaster to say that you have not been attending classes regularly and that your behaviour has not been what might have been expected of you. The weekly reports of your progress in school show beyond doubt that you have been neglecting your studies.

The headmaster's letter has caused much pain to everyone at home. You have been sent to the best boarding school in the country at great expense and sacrifice, as you know, and if, instead of profiting by it, you are only wasting your time there, you could not blame father if he decided to withdraw you from it. When you have read this, I am sure you will make up your mind to mend your ways and save father, mother, and the rest of us at home further disappointment and worry. Won't you do your best to see that the next report from your headmaster will convince father that you have turned over a new leaf? I am sure you will, and you can then count upon the fondest love of

Your affectionate sister,
Sarala

5. *From a boy to his mother, requesting that his sister may be allowed to continue her studies*

New High School Hostel,
Ghaziabad.
24 March, 1931

My dear Mother,

I have just received your letter of the 20th, and I am immensely happy to read that Nundee has passed the Middle School examination and stands third in her class. My heartiest congratulations to her.

You will excuse me if I do not agree with your view that she should now leave school. Do let her proceed with her studies. She is only fourteen and, as you know, keen on studying. Apart from that, it is very necessary nowadays for every man and woman to be equipped with a good, sound education. I know how hard it is to break with old habits and customs, and yet I am sure you will never do anything which might prove hurtful to Nundee's future happiness. I am convinced that to make her give up her studies and to get her married now would be doing her great wrong. I am sure my pleading for her will not be all in vain, and I have no doubts that, when you next write to me, it will be to tell me that Nundee has already joined the High School. With love from

Your affectionate son,
Trimbak

6. *From a boy to his father, giving an account of his various activities at school*

Government Hostel for Boys,
Berhampore.

18 March, 1932

My dear Father,

To-day is a Saturday, which means a half-day off, and this gives me enough leisure to give you a full account of all that I do here, outside my regular class work.

The game that interests me most is hockey. We have a good eleven; the best, I think, in all Berhampore. We generally play hockey every other day, as soon as school is over for the day. I play centre forward, and my companions tell me that my game has improved a great deal since coming here.

I am a member of our school debating society. Last Thursday evening I myself led a debate with a proposition that scouting should be made compulsory in all schools. I do not know whether I was able to make out a good case for scouting, but it is certain the majority of the house voted for my view, and Ram Singh—he is Dr. Chand Singh's son—who led the opposition, had only a few supporters. I think I am shedding a good deal of the platform shyness from which I suffered at first, and I should not wonder if I am selected to represent my school in the inter-schools debating contest. You will be glad to know that I have been appointed the secretary of our hostel co-operative stores. I like the job very much, though I must confess it is troublesome to keep the accounts. If it were not for the stores, each of us would have to spend a few rupees more every month on his books and board. I very much wish we had a co-operative stores of this kind in our town.

I haven't forgotten to do what you advised me to do, namely, read the daily newspaper every morning. I don't need more than fifteen minutes to go through it.

Another month more and the vacation will begin, and I shall then come home and be able to tell you a great deal more of my other school activities, and how happy I am here. With love from

Your affectionate son,
Arbind

7. *To a neighbour whose dog is proving a nuisance*

24 Chhatiwala Building,
Sanden Road, Shahabad.
4 May, 1932

Dear Mr. Roy,

I hope you will not mind my writing to you, but your dog is proving a regular nuisance to us and our visitors, and a terror to the children. If it were merely a matter of barking at a distance, one could scarcely complain, but he chases and even bites. I am sure you will never allow the dog and his vicious ways to spoil the neighbourly relations that have existed between us for years, and I have no doubt you will be kind enough to see to it that we have no further complaint to make against the animal.

Yours sincerely,
S. V. Krishna Iyer

8. *The following is an example of a letter to a business firm*

Note that the full address of the firm (or its manager) is put above the complimentary beginning.

Topiwala Lane,
Broach.
21 May, 1932

The Manager,
Oxford University Press,
Bombay.

Dear Sir,

Please send me the following books at your earliest convenience :—

1. Pocket Oxford Dictionary, by Fowler and Fowler.
2. A Book of Verse for Boys and Girls, by J. C. Smith ;
Parts I, II, and III, one copy each.
3. The Oxford Annual for Scouts, 1929.

Five books in all. Kindly forward these by Value Payable Post (or, by V.P.P.) to the above address.

Yours faithfully,
R. G. Shastri

9. *An application*

The following is a specimen of an application. As in a business letter, the full address of the person or officer to whom the application is to be sent is put above the complimentary beginning. Note the complimentary ending generally used in applications.

27 New Street,
Chalisgaon.

6 July, 1931

To

The Commissioner of Excise,
Bombay.

Sir,

I beg to apply for one of the posts of Sub-Inspectors, which, I understand from an advertisement in the *Times of India*, are vacant in your department.

I am twenty years old, and belong to the Maratha community. I hold the Matriculation Certificate of the Bombay University, having passed that examination three years ago. For the last two years and a half, I have been serving as a Scoutmaster in the Tutorial High School here. But this appointment is temporary and likely to end very soon ; so I have to seek employment elsewhere. I can ride and cycle, and am a fairly good shot. I am strong and healthy and fond of outdoor life.

I enclose testimonials from my former teachers, present employers, and also certain gentlemen of position who have known me and my family for many years.

If I am selected for one of the posts, I shall do my best to discharge my duties efficiently.

I am, Sir,

Your most obedient servant,

K. M. Jadhav

VI

EXERCISES—SECOND GROUP

1. Write a letter to your father telling him of your progress at school.
2. Write a letter to your father informing him that you have been photographed with the headmaster and some

friends ; describe the photograph, giving details of size, and cost.

3. Write a letter to a friend who is going to England, wishing him a happy voyage and success in his work.
4. You are on a visit to a new town : write a letter to a friend telling him when and why you came, and giving your impressions of the place.
5. Write a letter to your father giving him an account of the Inspector's visit to your school.
6. Write a letter to your brother giving him an account of the sports held in your school.
7. Write a letter to your sister giving her an account of the prize distribution in your school ; say who presided, what was done there, and who the chief prizewinners were.
8. Send a reply to a friend who wishes to join your school and hostel, and asks for information as regards fees, facilities for sports, etc.
9. In a letter to a friend describe a cricket match between your school eleven and another eleven of your town.
10. Write a letter to a friend describing a wedding you attended.
11. Ask your father's permission by letter to join a party of school friends going on an educational tour.
12. You have got into trouble with your headmaster : write fully and frankly about it to your father.
13. Write a letter to your father and ask him whether he intends to take you and the others at home to a hill station during the summer vacation.
14. Your father had asked you to go and see an old friend of his in your school town. You have done so. Give your father an account of your visit and, among other things, say how very glad his old friend was to see you.
15. Write a letter to your brother giving him information about a public meeting in your town.
16. Write a letter to a friend giving him an account of a social gathering in your school.

17. Write a letter to a friend, informing him about a public meeting to be held shortly in your town, and suggesting that he should be present.
18. Write a letter to your father informing him that your eyes have been giving you some trouble (mention in what way) and asking his advice.
19. Write a letter to your younger brother, advising him to be careful in spending his pocket money.
20. Write a letter to a friend, giving him a report of a swimming competition in your town.
21. Write a letter to your headmaster, requesting him to let you have your leaving certificate as you will not be able to continue in his school owing to your guardian's leaving the town.
22. You are away from your home with your family: write a letter to your neighbour at home requesting him to take care of your dog and garden till your return.
23. Write a letter to a friend who is away, telling him that two of your other friends have had a quarrel lately; say how it arose.
24. Write your sister a letter which is to accompany your photograph; say on what occasion, where, and by whom the photograph was taken.
25. Write a letter to your cousin informing him that you intend going to England very shortly; mention when and why you are going.
26. Write a note to a neighbour, complaining that his cow entered your garden and did great damage.
27. While travelling in a train, a fellow passenger leaves a handbag behind him with his address on it: write a letter to him, telling him that the bag is now with you and asking him to send for it.
28. One of the candidates standing for election to the Legislative Council from your district has addressed a letter to you, asking you for your vote. Write a reply refusing.
29. Write a letter to your brother, informing him that there is a vacancy in the local post office, and asking him to apply.

30. Send an order in writing to Messrs. George & Co., Book-sellers and Publishers, Lower Chitpore Road, Madras, for some books.
31. Order by letter goods worth Rs. 100 from the Manager, Hanuman Sports Stores, Lucknow.
32. Write to Messrs. MacDonald & Marshman, Chemists and Druggists, Delhi, asking them to quote for certain chemicals you require for your school.
33. Write a letter to the Postmaster of your town, complaining that a money order from your father was delivered to you four days later than it should have been.
34. Write a letter to the Agent of the Imperial Bank (of the Branch nearest to you) inquiring whether the bank will be open for business on Monday next.
35. Prepare an application for the post of a junior clerk in the office of the Deputy Commissioner of Income Tax, Lahore.
36. Send an application in reply to the following advertisement in the *Pioneer* :—
Wanted—At once, trained and experienced typist, able to undertake correspondence work, for the Central India Life Insurance Co., Nagpur, pay Rs. 60 or more according to qualifications. Apply in own handwriting to the Manager.

VII

TYPICAL EXAMINATION QUESTIONS

*(Drawn mainly from examination papers of various
Schools and Universities in India)*

1. Write a letter of about a dozen lines to your father or guardian, stating how you hope to fare in the next examination.
2. Write a birthday letter of not more than twenty lines to a friend, expressing good wishes and mentioning the present that accompanies the letter.

3. Write a letter of about a hundred words to your elder brother, telling him what you wish to do in life.
4. You are applying for a post in a commercial firm : write a letter of about fifteen lines to your schoolmaster, asking for a testimonial.
5. Write a letter to your father, telling him how you have been getting on at school during the past term. Tell him when to expect you home for the holidays, and what your headmaster has said as regards your character.
6. Write a letter to a friend who is about to sail for Europe to enter a school there. Say why you envy him, and also why you are sorry for him.
7. Write a letter of about a hundred words to your father, requesting him to allow you to pass a few days with one of your friends before you go home from school.
8. Write a letter to your cousin, telling him about the most amusing incident you have ever seen.
9. Write a letter to your father, saying why you wish to accompany a friend to a hill station or to a seaside place, and asking his consent to your doing so.
10. Write a letter of apology to a friend for not having kept an appointment which you had made with him, explaining fully what prevented you.
11. Write a letter to a friend, describing a holiday trip that you have taken.
12. Write a letter of about twenty lines to a friend, giving him an account of a journey made by you partly by rail and partly by bullock-cart.
13. Write a letter of about fifteen lines to a friend describing your experiences in the examination hall.
14. Write a letter to your friend describing your return to school after a long vacation.
15. Your father has made you a present of Rs. 50 on your birthday. Write a letter of thanks to him, and tell him how you propose to spend the money.
16. Write a letter to the headmaster of your school asking for leave in consequence of illness.

17. Write a letter to the head of a department asking for leave in consequence of illness.
18. Write a letter of about fifteen lines to a friend inviting him to spend his next holiday with you.
19. Write a letter to a schoolboy in England, describing your home and how you spend your time.
20. Write a letter to a friend, describing your favourite game.
21. Write a letter of not more than twenty lines to a friend who has recently lost his mother.
22. Write a letter of about twenty lines to a friend, describing how you spent your last New Year's Day.
23. Write a letter to a friend, describing your meeting with another old friend.
24. A friend of yours has failed at his examination: write a letter to him, expressing your sympathy and encouraging him to cheer up and try again.
25. Write a letter to a firm ordering a pair of football boots; mention the size, shape, and quality required, and the method by which they are to be sent and paid for.
26. Write a letter to a friend, describing the way you spent the last summer vacation.
27. Write a letter of advice (about twenty lines) to a younger brother of yours about to join a school.
28. Write a letter to a friend, telling him about your occupation of a new house, and your neighbours.
29. Write a letter of about twenty lines to a friend who is uneasy because of the forthcoming examination.
30. Write a letter to a friend, telling him what work you would like to do on leaving school, how you intend qualifying for the work, and your reasons for choosing it.
31. Your father being away from home on business, write a letter telling him of the state of things at home in his absence.
32. Somebody is ill at your house, and you have a neighbour whose family makes a great deal of noise. Write a note requesting him to spare the patient such disturbance.

33. Write a letter to your father, asking him to send your little brother to your school, and telling him why you want him to do so.
34. You have been delayed by a railway accident at a small country station. Write a letter to your father relating your experience.
35. Write a letter to a friend, describing the coming of the rains to your district.
36. Write an application to the superintendent of your boarding house, requesting him to remove certain difficulties with which the boarders have to put up at present.

CHAPTER XI

DIALOGUES

I

DIALOGUES AND HOW TO WRITE THEM

‘Dialogue’ means conversation. A written composition in the form of a conversation is also called a Dialogue.

Conversation is pleasing only if it is natural and flows without pauses or breaks. The same is true of an interesting dialogue.

Hints on Dialogue-Writing

1. Let your sentences be short and to the point.
2. A speaker may answer a question by another question. This is often the case in actual conversation, and it makes a dialogue more lively and interesting.
3. If the answer to a question is given in words somewhat different from those used by the questioner, variety will be given to the conversation.
4. Let the conversation be brisk and rapid. Interruption, and anticipating a question which one expects to be put, aid this effect.

5. Witty remarks, humour, and play on words are used in dialogues.
6. Too many interjections and exclamations are not advisable.
7. The words put in the mouth of a speaker should be suitable to his age, nature, and intelligence.

NOTE.—Contracted forms common in speaking may very well be used in the written dialogue also.

In writing a dialogue on paper or in the exercise book, the name of the speaker should be clearly shown near the left-hand margin. The speaker's name and his speech should be separated by a full stop and a space ; it is not necessary to put the speeches in inverted commas.

II

MODEL DIALOGUES—GROUP I

1. *Buying a cow*

Purchaser. I have been wanting to buy a cow for a long while, and here's my chance. That's a pretty animal. I like its dark brown colour.

Seller. Do you, sir? Her mother was exactly her colour: we called her Tambakini.

Purchaser. What do you call this one, and how old is she?

Seller. Her name is Rushini. She is about three years old.

Purchaser. What breed is she?

Seller. She belongs, sir, to the well-known Kathiawar breed.

Purchaser. Are the Kathiawar cows good milkers?

Seller. None better, sir; her mother used to give ten seers a day.

Purchaser. That's splendid. And you say this one has never calved before?

Seller. Never, sir. She will calve in a few months, and then I am sure she will yield as much milk as her mother used to, if not more.

Purchaser. I hope she is not wild and excitable.

Seller. Not at all, sir. She is very tame and gentle.

- Purchaser.* How much will her upkeep cost ?
Seller. Not more than ten rupees a month for fodder and oil-cake.
Purchaser. That's not so very much after all. Now tell me how much you want for her.
Seller. I won't part with her for anything under fifty rupees.
Purchaser. You will take nothing less ?
Seller. No, sir.
Purchaser. Well, I'll take her. Here's the money. Good morning.
Seller. Good morning, sir. I find it very hard to part with Rushini, but it is some comfort to know I am leaving her in very good hands.

2. *A conversation between two boys about the approaching examination*

- Arvind.* Curse these examinations! How I wish I could avoid sitting for the examination on Monday!
Basant. Why are you in such a temper about it? I suppose it's because you are not ready for it.
Arvind. Of course not. How could you expect me to be, with so many matches to play and pictures to see, not to speak of a lot of other fun which I have had in the last month?
Basant. That explains why you are so hard on examinations. I don't mind examinations. I rather like them.
Arvind. You always did. You are such a clever fellow, and these examinations help you to win prizes and scholarships.
Basant. Don't let us talk about ourselves. But tell me what it is that you have not got up for this examination. You are good in English and Mathematics.
Arvind. I could sit for the English paper without much preparation, and I may do well enough in Mathematics to pass, but my weak point is Sanskrit. I wish, too, there were no Histories.
Basant. I like History, especially the history of India. I hate Mathematics.
Arvind. Tastes differ. I somehow can't help feeling bitter against the rulers who did nothing else but fight one another, and left us the stories of their defeats and victories to cram.
Basant. But how is that going to help you to pass in History?
Arvind. You are quite right. It isn't going to. I must wake up and start getting up my History and Sanskrit.

3. *A conversation between a little girl ready to go to school and her mother*

Mother. When will you learn, my child, to be tidy ?

Uma. Oh mother ! you are at me again. I never seem to please you.

Mother. How can you, child, when you won't take the trouble to be neat and clean ? Just come and have a look at yourself in the mirror. Don't you see you haven't wiped the soap off your face ?

Uma. Oh dear ! I really had no idea till this moment that I had any soap on my face. I am so sorry.

Mother. And look at your hair ; it makes you look so wild. Haven't I told you, ever so often, to come to me so that I can comb and plait your hair myself ?

Uma. I didn't want to trouble you, mother ; you were so busy getting breakfast ready for father. I thought I would do up my hair by myself.

Mother. And aren't you ashamed of wearing that sari ? It should have gone to the dhobi long ago.

Uma. I was in a hurry to go to school, mother, and our neighbour Sarala was waiting for me to get ready. I thought I would change it to-morrow.

Mother. Never put off till to-morrow what you can do to-day. And what will your teacher say when she sees your nails not pared and your sandals so dusty ?

Uma. Mother ! mother ! I shall never be caught untidy again, I promise you.

4. *A conversation between a headmaster and a boy seeking admission to his school*

Boy. Good morning, sir.

H. M. Good morning. What can I do for you ?

Boy. I wish to enter your school, sir.

H. M. Is that so ? Very well, have you been to any school before ?

Boy. Yes, sir. I was till last May attending the Mission High School at Dharwar.

H. M. Then why is it that you wish to change your school ?

- Boy.* Because my father who works in the postal department has been transferred to Belgaum, sir.
- H. M.* In what class were you in the Dharwar school?
- Boy.* In the fourth standard, sir.
- H. M.* Have you your leaving certificate with you?
- Boy.* No, sir.
- H. M.* I can't admit you here unless you bring a leaving certificate from the headmaster of your last school.
- Boy.* I'll ask my father to write for it. Meanwhile I hope you will allow me to enter your school, sir.
- H. M.* Are you sure you have paid all the fees of the school at Dharwar?
- Boy.* Quite sure, sir.
- H. M.* And I hope the school authorities had nothing against your conduct and behaviour?
- Boy.* Not that I know of, sir.
- H. M.* Did you pass the annual examination? Where is your report?
- Boy.* Here it is, sir. I passed, and stood third in my class.
- H. M.* Very well. I'll allow you to attend the fifth standard, but if your leaving certificate doesn't arrive within a week you will have to leave. Do you agree to this?
- Boy.* Yes, sir, I do.' Thank you.

5. *After a prize distribution*

(A dialogue between two schoolboys)

- Mohmad.* It was quite a good display, much better than I had expected it to be.
- Rehman.* We always have a fine display on Prize Distribution Day. For years now we have put on a short play, had handsome prizes and the Chairman's speech.
- Mohmad.* That's little good to fellows like me who get no prizes, and less still to the poor chaps who have to rejoin the same class.
- Rehman.* You are right. I remember quite well how, when I didn't get through the third standard, the jolly play they acted

that year—that robber scene from Ali Baba—had no fun for me.

Mohmad. But, tell me, why doesn't our school act English plays as some Calcutta schools do?

Rehman. Don't you remember what our English teacher said the other day? It is so difficult to make our boys get into the proper spirit of English life and feeling. Unless the actors can do that, it is no good staging an English play.

Mohmad. Yes, I suppose it would fall flat. The acting to-day was pretty good. But even better than that I liked the Chairman's speech.

Rehman. I didn't think there was anything very unusual in what he said.

Mohmad. Not at all: but I loved to see him bobbing his bald head up and down as he spoke.

III

EXERCISES IN DIALOGUE-WRITING—GROUP I

1. Rabindra had three or four second-hand books to sell, and Binod wished to purchase them. Write the conversation between the two.
2. Shrimant tried to persuade Sumant to accompany him to a cinema show, but the latter had reasons for not doing so. Reproduce in writing the conversation between them.
3. A parrot in a cage invited a sparrow sitting on the window-sill to come into his cage and share his happiness; the sparrow said that he was far happier than the parrot, and declined the invitation. Make up a conversation between the two.
4. A girl newly admitted to a school goes to a class mate to inquire what books she should buy and who are to be her teachers; and about other matters concerning the school. Write the conversation between the two.

5. A school teacher and a blacksmith meet in a train. Each believes his own trade to be better than the other's. Write their conversation.
6. Two girls discuss whether the horse or the dog is the more faithful animal. Give their conversation.
7. Write a conversation between a father and his son who wishes to be allowed to go on a tour with his friends.
8. Compose a dialogue between two scouts returning from a hike.
9. Give a conversation between a person knocked down by a passing motor car and a girl guide rendering him first aid.
10. A girl is shown by her cousin a photograph of her class group. Write the conversation between them as they examine the photo.
11. Write a conversation between two boys who meet unexpectedly in a railway train after long separation.

IV

MODEL DIALOGUES—GROUP II

1. *A conversation between two boys in a boarding school on the eve of their long (hot weather) vacation*

- Atul.* This time to-morrow I'll be far, far away from here, nearing Ajmer, and I shall be jolly glad too.
- Batu.* And poor me will have to stick on here! But I know it won't be for long.
- Atul.* What a pity we can't travel together as far as Ahmedabad! When did you say your father would be here to pick you up?
- Batu.* On Thursday next, which means that I'll be here for another four long and weary days, while you will be enjoying yourself at your home.
- Atul.* How do you mean to spend your vacation? I know what I'll do when I get home.

- Batu.* I've made no plans, but a week after I get home, all my people will be going to Mount Abu. They say there are temples there and other places worth a visit.
- Atul.* Lucky fellow to be able to go to Abu! How I wish my father could give me a chance to be there, if only for a couple of days, to see the Dilwara temples!
- Batu.* That's the name. My father says they are full of the most delicate carving.
- Atul.* And the mornings and evenings there, they say, are so delightful. That's why so many people spend the hot months on Mount Abu.
- Batu.* Well, you must come and spend some time with us at Abu. I shall ask my father to write to yours, to send you up to Abu for a week at least. Don't say no!
- Atul.* Thanks ever so much. I should most certainly enjoy it, particularly in your company.

2. *A conversation between two friends at a railway station. One of them has come to meet an old friend who is passing through Poona on his way to Madras*

(Time 9 p.m.)

- Jyoti.* Hullo! Is it you, Pratab? What is it that brings you here at this hour?
- Pratab.* Do you know Romesh, Lila's brother? He is a chum of mine. He is on his way from Bombay to Madras, and wishes me to meet him here at the station.
- Jyoti.* I have heard of him as quite a nice fellow and a good sportsman. I should like to meet him.
- Pratab.* But you don't mean to say you are going to stay here all the time till the Bombay Mail comes in? They say it is an hour late owing to some landslip on the Ghats. It's dreadfully tedious having to wait and do nothing at a railway station.
- Jyoti.* I feel quite the other way. I can imagine no place more interesting than a railway station. It's always as busy as

a hive. When I am doing nothing, I like to spend hours at a railway station watching the bustle and commotion.

Pratab. Really? I should have thought the station a dull place.

Jyoti. Dull! I find it more lively and stirring than most cinema films.

Pratab. I see what you mean. At a railway station you like to study men and their ways.

Jyoti. That's it exactly.

Pratab. I wish I could do that, but I suppose I wasn't made that way—but there's the train coming! And here is Romesh, looking out of the window. Come along, I'll introduce you to him.

3. *A conversation between two youths, comparing the hot weather of their respective homelands*

Hemant. How dreadful the weather is this morning! I suppose we are soon going to have rain.

Sarat. Really! It is perhaps a little moist and sticky, but I prefer it to what it was a fortnight ago.

Hemant. You mean it was very hot and dry then, and you don't like dry heat?

Sarat. Very hot isn't the word for it: it was as hot as hot could be, and the winds almost blistered me.

Hemant. You, of course, come from the coast, and that's why you can't stand our Ahmedabad heat.

Sarat. That's true; we have the sea close to us, and that's why our weather is moist. But you know the sea makes our climate ever so much cooler than yours. We never know what 110 degrees or more in the shade is, and we could never stand such a temperature.

Hemant. I admit that we have dreadfully hot days, but our nights are cool, and our mornings delightful. But I believe at your place all the twenty-four hours are more or less equally warm and moist.

Sarat. You are not far wrong. Our wet heat is certainly depressing. But we are used to it, just as you here are used to what I should call the glare and the heat of a furnace or an oven.

4. *A conversation between two girls discussing what they would like to be when they leave school*

Savitri. Just a week more, and our results will be out, and, if we pass, as I hope we shall, we shall have to decide what we are going to do next.

Arunika. There's not much to decide in my case. My father thinks I should go in for teaching, and I suppose I shall have to join a teacher's training class.

Savitri. Do you think you would like teaching?

Arunika. It isn't so much a case of my likes or dislikes. I've to start earning as soon as I can. But I don't think I'll dislike teaching.

Savitri. I think I'd make such a poor teacher. I haven't the patience for it, nor am I particularly fond of children.

Arunika. Then, of course, you will never do for a teacher.

Savitri. To tell you the truth, I should simply love to do nothing. But my uncle, who is a lawyer in Lucknow, has put the idea into my father's head that I should do nursing.

Arunika. But you say you are not fond of children and not very patient. Yet as a nurse you will have to do with ailing and peevish children and sick men and women.

Savitri. I don't suppose I'll like the work at the start, but perhaps in course of time I shall get to like it.

Arunika. Oh, to think of Savitri, so gay and full of spirits, moving about among the sick in a hospital! But I feel so sure your sweet temper and gentle ways will make all your patients love you.

Savitri. I should love to make them feel happy and comfortable. Something tells me that I shan't make a bad nurse.

Arunika. I shall envy you the noble and humane work you will be doing.

Savitri. We shall both be doing very useful work. Teaching is as noble and humane as nursing.

5. *A dialogue between two students discussing the benefits of a debating society in their school*

Rajpal. Ishwar, haven't you heard they are going to start a debating society in the school? What's a debating society?

Ishwar. Don't you know what it is? We can all speak and converse, but if any of us is called upon to speak before an audience we get into a fix. In a debating society we get practice in speaking and learn how to address meetings.

Rajpal. Are we bound to join it?

Ishwar. I don't know. But it is useful to know the rules that have to be observed at a meeting, and to be trained to speak. It would do us good.

Rajpal. I agree. But who will teach us the rules of debate?

Ishwar. Why, one of our teachers will take the chair at each meeting, and he will guide us in the rules and methods of discussion.

Rajpal. But it will be very awkward to speak when you have a hundred pairs of eyes fixed on you, and as many pairs of ears alert to catch every word you speak and find out where you have tripped.

Ishwar. It's exactly this sense of awkwardness that has to be got over. Platform-shyness is there in every one of us—we have to overcome it gradually.

Rajpal. I see. Then I shall be one of the first to join our debating society.

6. *Is there such a thing as luck?*

(A conversation between two boys)

Rustam. I wonder if there's such a thing as luck!

Ramlal. I have never believed in it. But what makes you think of it all of a sudden?

Rustam. You see, for some time now, I have been wanting to buy a fountain-pen, but did not know where to get the money from. And what do you think has happened? My uncle in Bombay has drawn a big prize in a lottery, and has sent

fifty rupees for my younger brother and me. I know what I am going to do with my share of the money. Isn't that lucky ?

Ramlal. Your uncle drawing a big prize, I call that luck. I don't know what else to call it. But his sending a little pocket money to you, that's not luck. He meant to show his affection for you. Who knows, he might have sent it to you even if he had not drawn the prize.

Rustam. That may be so. But there's such a thing as luck in examinations. You know I failed in my examination, and Behram, who never worked as hard as I, passed, and passed well.

Ramlal. But why call that luck ? He might have worked much harder than you imagined ; or, what's more probable, he might be able to grasp things quicker.

Rustam. I think you are quite right there. Behram is ever so quick at picking up a thing. But doesn't it sometimes happen in an examination that you have the good luck to get just those questions which you had got up ?

Ramlal. I know most people call that luck, but it does not seem to occur to them that some students are very clever in picking out and getting up the important points, knowing quite well that examiners don't usually set questions on things that don't matter.

Rustam. That must be so. For, as you know, Visram and Narad are very clever at guessing questions.

Ramlal. Then you must admit that there is no such thing as luck.

Rustam. I do, and with regret. For in the future there will be no ' luck ' to blame when I get ' plucked ' in my examinations !

7. *A dialogue between Banerji and Mukerji, captains of two cricket teams, at the end of a match*

Banerji. Congratulations, old fellow ! That was a fine game.

Mukerji. You all played splendidly. It was quite an uphill game for us. Your fielding was excellent. In that, our chaps ought to take a lesson from you.

Banerji. Your boys played a very cool game.

- Mukerji.* Maybe, but the match was very exciting all the same. We finished nearly level in the first innings. In the second, your score of 150 was quite good and gave you a safe position.
- Banerji.* That's what I thought.
- Mukerji.* And just fancy, we were 10 for no wicket, and in less than half an hour after that we were 5 down for 20. A good deal of credit is due to Bose and Roy who stopped the rot. They had made 60 between them, when Roy was smartly held in the slips.
- Banerji.* Feeling was very tense when your last man went in with 15 runs to make for a tie.
- Mukerji.* Yes, every ball was followed with great excitement and a sigh of relief went up when it was played by the batsman. And when we wanted just three runs to win, oh, how our hearts were thumping!
- Banerji.* We will have a return match next Saturday.
- Mukerji.* Most willingly. So long as everyone tries to do his best, it matters little who wins. It's the game, not the score, that counts.

V

EXERCISES IN DIALOGUE-WRITING—GROUP II

DRAWN MAINLY FROM QUESTION PAPERS OF VARIOUS SCHOOLS AND
UNIVERSITIES IN INDIA

1. A candidate has applied for a free studentship, and has been asked to interview the principal. Give in dialogue form the conversation between them.
2. Compose a dialogue between two students, discussing what merits should be taken into consideration for the award of the medal for exemplary conduct to a deserving student of your school.

3. Write a conversation between two classmates, discussing who is more useful to the country, a soldier or a teacher.
4. Write a conversation between two friends, whether tap water is better for a town than well water.
5. Write a conversation between two friends, discussing the merits of Indian and English games.
6. Some children, digging a hole, find a watch. They discuss what to do with it. Reproduce their discussion.
7. Write a conversation between a father and his son on the importance of the habit of observation.
8. Reproduce a conversation between a boy and his sister about the stars: what they are and what we may learn about them.
9. Reproduce a conversation between two boys discussing their future careers.
10. Reproduce a conversation between a doctor and his patient regarding diet, medicine, exercise, etc.
11. Reproduce a conversation between two friends, of whom one wishes to start business in a city and the other wants to remain in his village.
12. Reproduce a conversation between two students, discussing whether educated persons living in a small village can do a great deal of good to the place.
13. Reproduce a conversation between two friends, discussing whether aeroplanes are likely to prove a blessing or a curse to mankind.
14. Who is more useful to society—a doctor or a lawyer? Put your ideas in the form of a conversation between two students.
15. Write a conversation between two girls, discussing the best way of using their leisure.
16. Write a conversation between a boy who wishes to join the *S.S. Dufferin* for sea training and his mother who is unwilling to let him go to sea.

CHAPTER XII

PARAGRAPHS

Read the following passage :

The squirrel belongs to the same family as the rat. The rat, however, loves dark holes and corners, while the squirrel spends most of its life in the open and in broad daylight. It gets its food fresh from the fields and trees. The fruit-grower is no friend of the squirrel, for it loves to feed on his fruit. When it cannot get enough of this kind of food, it eats the young shoots of trees, and, of course, gets into trouble with the farmer.



You notice in the above writing that •

1. there are a number of sentences ;
2. they all speak of one single subject or topic ;
3. they are arranged continuously.

A group of sentences dealing with the same topic and arranged continuously is a **paragraph**.

The first line (and the first line *only*) of a paragraph is 'indented', i.e. written a little farther to the right than the other lines.

HOW TO WRITE A PARAGRAPH

1. **Think out and fix upon the points** on which you wish to write. To do this, you should ask yourself such questions about the topic as you consider natural and important.¹

¹ In the case of beginners, questions calculated to bring out all important points connected with the topic may be set by the teacher.

The answers to these questions will give you points to write about.

2. Arrange the points in proper order.

When we talk about a matter, our sentences are expected to follow each other in some sensible order. In the same way, our written sentences should also be arranged in a natural and intelligible order.

3. Write sentences saying what you know or think about each point.

Use only such words as you know the meaning of. The sentences should be short and varied in construction. Take care that every sentence is clear, i.e. such that its meaning can be understood as soon as it is read or heard.

4. Revise your writing carefully.

Spelling, punctuation marks and capital letters should be examined. The usual rules of grammar and syntax should be borne in mind. Any mistake in these matters should be duly corrected.

If possible, read aloud what you have written. That will very often enable you to find out if you have used any awkward expression or construction. "

5. Make a fair copy.

Always write the fair copy in ink. There should be a margin at the top and left side of the paper on which you write. Write a clear bold hand, with the words well spaced. Spaces between lines should be even.

EXAMPLES AND EXERCISES

Example.—Write a paragraph about *The Elephant*.

A little thinking suggests the following points about which one ought to be able to write :—

Huge body—thick skin—used by Eastern kings in processions and battles—found in India, Burma—its trunk—employed

to carry heavy loads—short tail—largest land animal—its tusks—also found in Africa—very intelligent and faithful—its bones and tusks useful.

If we write sentences on the points in the above order, the paragraph would be clumsy and wanting in arrangement and would not make attractive reading. We can re-arrange the same points as follows :—

Largest land animal. Thick skinned.
Huge body. Its trunk. Short tail and tusks.
Found in India, Burma, and Africa.
Used in battles and royal processions.
Employed to carry heavy loads.
Its bones and tusks useful.
Very intelligent and faithful.

Our writing, after it had been revised and copied fair, would then be as follows :—

The Elephant

The elephant is our largest land animal, and belongs to the class of thick-skinned creatures. He is distinguished from other animals by his huge body and his trunk which serves him both as a hand and a nose. Some elephants have tusks. The tail of an elephant is very short in proportion to his body. Elephants are found in India, Burma and Africa. When trained, they are very serviceable to man. In olden times they were employed in battles. But now they are used chiefly in royal processions and for carrying heavy loads of stone or timber from one place to another. Even when dead, the elephant is valuable to man ; for his bones and tusks are used for making various articles. Like the dog and the horse, the elephant is a very faithful and intelligent animal. Many stories are told of his faithfulness and intelligence.



1. Write a paragraph on *The Horse*, using the following points :—



Appearance : strong, handsome body, arched neck with mane—various sizes and colours—harnessed to carriages, and used for riding and ploughing, also in wars and processions—eats hay and grain—noble and faithful.

2. Write paragraphs on each of the animals named below, using the following points :—

Where found—size, colour, and distinctive parts of the body—different kinds—habits—food—how useful to man.

The Camel.

The Dog.

The Donkey.

The Lion.

The Buffalo.

The Tiger.

Example.—Write a paragraph on *The Peacock*, using the following points :—

A beautiful bird—neck, crest, and feathers—how it displays its feathers—its dance—not a singing bird—utters shrill cries during thunder.

The Peacock

The peacock is one of the most beautiful birds, and is very common in India. It has a long, graceful neck, a crest on its head, and a splendid array of feathers. Each feather has rich blue, green, and golden colours, and ends in a lovely eyelet. It is only the male bird that looks so attractive: the peahen has a much plainer appearance. Sometimes a peacock spreads out his lovely tail in the shape of a fan, and starts a dance in a field or garden—a very pretty sight indeed. The peacock, however, is no song-bird. When there is a thunderstorm it shouts itself hoarse by screaming loudly with a sound like the crackling of thick bamboos.

3. Write a paragraph on *The Parrot*, using the following points:—

Appearance : body, colour, beak—found in warm countries and lives in trees—different kinds—prized as a cage-bird—imitates man's talk but does not understand its meaning—some parrots very affectionate and intelligent.

4. Write paragraphs on each of the birds named below, using the following points :—

Where found—size, colour, distinguishing parts of the body—different kinds—nests, food, habits—how it helps or harms us.

The Crow.

The Pigeon.

The Duck.

The Kite.

The Cuckoo.

The Vulture.

Example.—Write a paragraph on *The Ant*, using the following points :—

Different kinds—live in colonies—intelligent division of labour—keen sense of smell—the harm and the service they do—very industrious.

The Ant

Everybody knows the ant. There are different kinds of ants, of which those most known in this country are small and white, red, or black in colour. Ants generally live together in large numbers, either in holes or in ant-hills made by themselves. A colony of ants is like a well-ordered state. They know the benefits of division of labour, for they divide themselves into groups of workers—builders, hunters, soldiers and carriers. They are highly intelligent, and their sense of smell is remarkably keen. They sometimes provoke us when they bite or when they attack our food, especially sweets, but we must not forget that they serve as scavengers, for they clear away all decaying substances. The ant is as industrious as it is intelligent ; that is why we say to the lazy among us, ' Go to the ant, thou sluggard, consider her ways, and be wise.'

5. Write a paragraph on *The Spider*, using the following points:—

Its size—different varieties—six legs, eyes—its food : how it gets it—weaves a web—many insects caught in it—very intelligent, artful, and persevering. •

6. Write a paragraph on each of the insects named below, using the following points :—

Appearance—the important parts of its body—different kinds—where it lives and what it feeds on—its habits—how it helps or harms us.

The Fly.

The Bee.

The Mosquito.

The Beetle.

The Butterfly.

The Scorpion.

Example.—Write a paragraph on *The Coconut*, using the following points :—

Well-known Indian fruit—kernel well protected—the kernel, milk, shell, fibres, all useful.

The Coconut

Like the plantain and the mango, the coconut is a well-known fruit of our country. The first two have a soft skin which decays after the fruit is ripe, but the kernel of the coconut is preserved for months and even years within a hard shell covered with fibres and a thick outer rind. The kernel is a delicious food, and the milk stored within it makes a sweet and refreshing drink. The shells can be turned into cups, spoons, and other useful articles, while the fibre is made into ropes. Every bit of this nut is useful to man.

7. Write a paragraph on *The Potato*, using the following points :—

Size, appearance, varieties—its skin—its qualities as a food—where grown—did it grow in England and India in ancient times ?—from where was it brought ?

8. Write paragraphs on each of the fruits named below, using the following points :—

The size, appearance, varieties—different parts—taste—where grown—cheap or expensive.

The Plantain.

The Pineapple.

The Jack-fruit.

The Orange.

The Pomegranate.

The Date.

Example.—Write a paragraph on *The Banyan Tree*, using the following points :—

Large Indian Tree—where found—its trunk, leaves, figs—its branches send out rope-like shoots which grow into trunks—affords shelter.

The Banyan Tree

The banyan tree is well known and found everywhere in India. It is, as a rule, much larger than other trees. It has a thick trunk, large, strong leaves, and it bears figs as big as betel-nuts. It is also one of the most curious of trees, for its branches throw out shoots which, in due course, grow long enough to reach the ground, where they take root. Sometimes the shoots grow so thick and large that they act as



so many supports to the parent tree. The process repeats itself, so that a single tree may be surrounded by scores of stems covering a large area. The spreading branches of such a tree prove a blessing to man, bird, and beast for their cool shade and the shelter they provide from rain.

9. Write a paragraph on each of the trees named below, using the following points:—

The size and general appearance of the tree—where found—its principal parts; trunk, branches, leaves, fruit—which of its parts are useful, and how.

The Palm.

The Mango tree.

The Babul.

The Tamarind tree.

The Neem.

Any other tree you know.

Example.—Write a paragraph on *Gold*, using the following points :—

Yellow, rustless metal—useful for ornaments and coinage—
in what state and where found—pure gold—why mixed with
copper.

Gold

Gold is a precious metal. It has a bright, yellow colour and it neither fades nor rusts ; therefore it is much in demand for making ornaments. Being scarcer than most other metals, it is used for coins also. It is found in mines and river beds, mixed with sand or inferior metals. The ore has to be refined before we can get the pure metal. Pure gold of itself is soft and that is why a little copper is generally mixed with it to make it hard before it is turned into coins or ornaments.

10. Write a paragraph on each of the minerals named below, using the following points :—

Appearance : colour—general properties—where found and in what condition—its uses.

Silver.

Iron.

Copper.

Coal.

Example.—Write a paragraph on *Silk*, using the following points :—

Produced by a worm from its own body—the cocoon boiled to kill the worm—silk clothes : smooth, fine, glossy, costly—artificial silk.

Silk

Silk is produced by a worm. The silk-worm is fed on the leaves of the mulberry tree. After eating its fill, it spins out of itself a very fine soft thread, and out of it makes a case or covering in which it encloses itself. This case is called a cocoon. The cocoon with the worm inside is put into boiling water, to kill the worm. The silk fibre is then reeled off from the cocoon and used for various fabrics. Silk clothes are very fine, smooth and glossy. They can be made to take very delicate colours. Being rarer and more prized than wool or cotton, silk is costly and beyond the means of the poor. Of late years, artificial silk is being manufactured from certain vegetable sources, and the poorer classes can more easily afford to buy clothes made of this.

11. Make use of the points given below and write a paragraph on each of the following :—

How made or obtained—where made or obtained—various kinds—uses.

Cotton.

Paper.

Wool.

Felt.

Example.—Write a paragraph on *The Sun*, using the points given below :—

Central body in the solar system—source of light and heat—supporter of life—worshipped as a god—what it does—planets revolve round the sun.

The Sun

The sun is the largest and brightest member of the solar system. It is the central body round which the other members of the system revolve. The sun is our great and unfailing source of light and heat, and, therefore, is the supporter of life. On account of its great power and brilliance, it is worshipped by many as a god. The light of the moon, the succession of day and night, the cycle of seasons, light and colours, warmth and life, all these are due to the sun. Our ancestors, in ancient times, believed that the sun travelled round the earth ; but we know now that the sun is the centre round which the earth and the planets revolve. It takes the earth a year to complete one revolution round the sun.

12. Write a paragraph on each of the following :—

The Moon.

Eclipses.

The Stars.

A Rainbow.

Example.—Write a paragraph on *Winter*, using the following points :

The coldest season—not equally severe everywhere—protection against cold—health in winter—best season for physical exercise.

Winter

Winter is the coldest season of the year. It lasts from November to February. December and January are usually colder than the other winter months. Winter is not equally severe in all parts of the country. In northern India, rivers and tanks are frozen when the cold

is very severe, but the parts nearer the sea are warmer and ice is seldom seen there. People need to protect themselves from exposure to severe cold, and thick or warm clothes are best for this purpose. Sometimes severe cold is accompanied by frost, which is often bad for crops and also for health ; except for this, winter is a very healthy season. It is the time of the year when neither hard work nor physical exercise is tiring.

13. Write a paragraph on each of the following :—

Summer.

Sunrise.

The Rainy Season.

Moonlight.

Spring.

Harvest Time.

Example.—Write a paragraph on *The Repairs necessary in our House*, using the points given below :—

Old building—the parts that are safe—the parts that require repairs—other changes proposed.

The Repairs necessary in our House

Our house needs repairs. It was built by my great grandfather, and has stood through all these scores of years. My cousin Sitaram, an engineer, says that the foundations and the side walls are strong enough to stand for another century. The front wall, however, being open to the wind and rain is, he thinks, in a poor condition. Unless this part is rebuilt very soon, there is risk of its tumbling down. The staircase is in a bad way ; and some of the steps are worn out and creaky, and several of the banisters are missing. The partition between the two small rooms on the first floor is eaten away and had better be removed. The ceiling threatens to come down, while some of the rafters of the roof cannot be relied upon any longer. My father hopes to get the repairs done immediately ; what is more, he proposes to have the floor tiled, to have some of the walls colour-washed, others oil-painted, and to have an additional window put in on the first floor.

14. Write a paragraph on each of the following :—

The Repairs or Alterations desirable in the School Building.

The Drawing Class.

The Laboratory.

The Reading Room.

The School Water Room.

Example.—Write a paragraph on *Our Bazaar*, using the following points :—

Rows of shops—shops of the same kind together—their appearance—the bustle.

Our Bazaar

Every day, on my way to and from school, I pass through the bazaar. The main road which passes through the bazaar is lined on either side with shops of every kind. Whether it is clothes, grain, shoes, vegetables, or drugs that you want, you are sure to find a shop in the bazaar where you can purchase them. Most of the shops dealing in the same articles are found together. This is a great convenience to customers. Many of the shops are mean and shabby in appearance ; others have an attractive display of toys, haberdashery, hosiery, and various fancy goods. Some of the shops have large and painted sign-boards to attract the notice of the public. During the busy hours buyers, onlookers, passers-by, noisy beggars and carts, carriages, and motor cars help to make a great din and bustle.

15. Write a paragraph on each of the following :—

- (a) A Public Fair.
- (b) A Public Meeting.
- (c) The Tank in my Town (or Village).
- (d) How I know that the rains are approaching.
- (e) The scene when school is over.
- (f) The Market in Diwali.
- (g) Your School Compound as seen from the window.

Example.—Write a paragraph on *How to make a Kite*, using the following points :—

Simple and interesting process—buying the paper—cutting it into a square—pasting it to a light frame of split bamboo—a tail for it.

How to make a Kite

I generally prefer to make my own kites. It is such a simple and interesting business, and, besides, one enjoys kite-flying a great deal more when one makes one's own kites. I buy the thin, coloured

paper used in making kites from a Mohammedan dealer in the bazaar. An anna's worth will make a dozen kites. I cut the paper into squares, and paste them on to a light frame made of split bamboo, shaped like a triangle with an arc at the base. To the thin end I add a tail. The kite is then ready for flying.

16. Write paragraphs on the following :—

- (a) How to make a doll.
- (b) How to play marbles.
- (c) How to make butter.
- (d) How to prepare tea.
- (e) How I should prove that ice is lighter than water.
- (f) How to polish shoes.
- (g) How to get a book from the school (or public) library.
- (h) How I should set about starting a shop.
- (i) A stranger asks you the way to the railway station—what directions would you give him ?

17. Write paragraphs on the following :—

- (a) The appearance of a well-known man I have seen.
- (b) The photograph of a well-known man I have seen.
- (c) A picture in the school.
- (d) A statue I have seen.

18. Describe any of your class mates without giving his name, so that he may be recognized from your description of him. (Take care not to say anything offensive.)

19. Write paragraphs on each of the following :—

- (a) The dress of an Englishman.
- (b) The dress of a Parsi.
- (c) The Boy Scout uniform.
- (d) The Girl Guide uniform.
- (e) A Bullock-Cart.
- (f) An Aeroplane.
- (g) An Alarm Clock.
- (h) A Spinning-Wheel.
- (i) The contents of my pocket. •
- (j) What information I gather from the title page of a book.

CHAPTER XIII

ESSAY-WRITING

I

WHAT IS AN ESSAY ?

An essay is an **attempt** at correct writing. When you write an **essay**, you are attempting to express your thoughts on a given subject in correct language.

An essay is sometimes called a **theme**, though it is more usual to give that name to the subject on which one speaks, writes, or thinks.

In an essay, the writer may **describe** the size, appearance, growth, or uses of any given object. His writing is then a **descriptive essay**.

Or, he may **narrate** a story, an event, or the life of a person ; then his writing is a **narrative essay**.

Or, he may express his **ideas** or **reflections** about the importance or advantage of some event, activity or quality ; in that case his writing will be a **reflective essay**.

Sometimes a person may pretend or **imagine** himself to be in someone else's position and write accordingly ; his writing would then be an **imaginative essay**.

II

HOW TO WRITE AN ESSAY

1. **Think out and fix upon some points.**

To do this you will have to collect facts.

2. **Arrange the points in their proper order.**

Each point should be in its proper place. If necessary, number each point.

3. **Write a short paragraph on each point.**

Use the right word in the right place. Let your sentences be varied in construction. Avoid repetition and the use of words which you do not fully understand.

4. Take special care to make the beginning interesting.

'The first stroke is half the battle.'

5. As far as you can, write from your own knowledge, observation, reflection, and imagination, and try to express your own ideas and feelings, and not those of others.

6. Let the conclusion, like the beginning, be interesting and natural.

7. Revise carefully.

While doing so, see particularly that the passage from one paragraph to another is easy and natural.

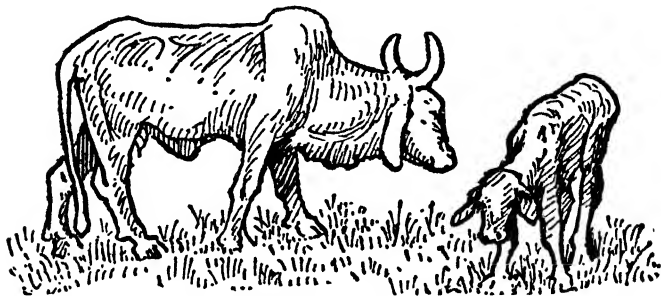
8. Make a fair copy.

Remember that the first line of every paragraph is indented, i.e. written a little further to the right than the other lines.

III

MODEL ESSAYS

1. The Cow



- i. A useful animal ; feeds on grass and leaves ; parts of its body.
- ii. Different breeds of cows ; the Indian and the European cow.
- iii. How useful to us.
- iv. Treated with kindness.

Of all four-footed animals, the cow is the most useful to man. It grazes on grass and leaves. Like the buffalo, it has a pair of horns, cloven hoofs, and a tufted tail ; but it has a skin which is smoother, and a coat of hair which is softer, than those of the buffalo.

The cow is met with in almost all countries. In India there are different breeds of cows ; those of Gujarat and Kathiawar are large and yield much milk, while those of the Deccan and Bengal are low in stature and are not good milkers. The European cow yields several times more milk than the Indian cow ; this is because in Europe the cow is better fed and kept. Cows in Europe, however, are not so tame and mild as those in India, and boys and girls there cannot go near a cow as easily as they can in this country.

Milk, with which the cow supplies us, is one of the most wholesome foods, especially for infants and children. Who is there who has not eaten with relish curds, butter, ghce, and different sweetmeats all prepared from milk ?

It is on account of these and many other gifts which we receive from it, that in India the cow is addressed as *mata*, or mother.

From the earliest times, the cow has been treated everywhere with kindness and affection. It is better treated in India than other domestic animals. One would very much wish to see our people act towards all animals, especially those like the buffalo and the donkey which are helpful to man, with equal care and kindness.

2. The Sparrow

- i. Appearance and habits.
- ii. Likes to live near man's dwelling.
- iii. Not a clever nest-builder.
- iv. Only the mother bird takes care of the young ones.
- v. Why useful : feeds on insects and grubs which damage crops.

Wherever we go, we are sure to meet our friend the sparrow. It is a small, plain-coloured bird with a brown coat and very noisy habits, for it twitters all day long. As you must have noticed, it is also very quarrelsome ; when several sparrows are gathered together, they continually fight and peck at each other, all the while making a great clamour.

Sparrows like to live near houses or villages ; they are not found in forests far from human habitations. The reason for this is that near men they have not much to fear from their natural enemies, such as hawks and kites, which avoid inhabited places.

The sparrow is not a clever nest-builder like the weaver- or the tailor-bird or even the swallow. It makes a tumble-down and clumsy nest from feathers, dry grass, and little pieces of rags. It builds it in a hole in the wall, up near the roof, and lays in it three or four speckled eggs.

When the eggs are hatched, you may find four callow-looking tiny creatures with mouths always wide open, saying cheep ! cheep ! all day long. The mother sparrow finds it quite a task to find worms for these hungry mouths. The cock-sparrow is rather a lazy fellow ; for while the mother bird is busy finding food for the young ones, he, as a rule, is content to sit perched on a rafter near the nest, and cheep.

Sparrows do a great deal of good to the farmer, for they feed on the insects and grubs which would damage his crops. It is a mistake to think that they do no service to man in return for the food and protection they get from him.

3. The Squirrel

Everyone has seen a squirrel either climbing the trunk of a tree or a wall, or sitting on the ground on its hind legs and holding in its forepaws some nut or fruit at which it nibbles away. It has a fine grey striped coat and a bushy tail which it waves as it scampers over the ground.

The squirrel belongs to the same family as the rat. The rat, however, loves dark holes and corners, while the squirrel spends most of its life in the open and in broad daylight. It gets its food fresh from the fields and trees. The fruit-grower is no friend of the squirrel, for it loves to feed on his fruit. When it cannot get enough of this kind of food, it eats the young shoots of trees, and, of course, gets into trouble with the farmer.

In the hollow of a tree-trunk or under the thatch of a roof, it builds a soft, warm nest of rags, grasses, and dry fibres of trees. Inside the nest it places as many as three or four young ones. The squirrel is a very careful housekeeper, for it stores up nuts, grain, and other such things for use during the cold weather, when it cannot sally out in search of food.

The squirrel is a very nimble little creature, and it makes one feel happy to see it so full of life and activity. Up and down the tree it goes, sometimes jumping from one branch to another chasing its play-mates, and sometimes coming to a sudden stop in the midst of its frolic to lick its coat of fur and its beautiful tail. What child would not like to lead the nimble, sportive, open-air life which the squirrel enjoys?

4. The Plantain Tree

- i. Grows everywhere in India in all seasons.
- ii. Its spreading leaves ; how the new leaves unroll ; its soft trunk.
- iii. The fruit, grows in bunches ; a good food.
- iv. The different kinds of plantains.
- v. Cloth made out of fibres from the stem ; the sense of coolness it conveys.

The plantain tree is a very pretty tree which grows in all parts of India and yields fruit in every season of the year.

The most striking parts of the tree are its big, broad, spreading leaves, nine or ten feet long, which form a beautiful crown at the top of the tree. If you were to watch a plantain shoot growing, you would see a long, pale-green roll shooting up, which, as it unrolls, shows the new leaf. The trunk of the plantain, which has a delicate green hue, does not consist of hard wood, but is very soft and sappy, and is formed by the rolling up of the leaf-stalks one over another.

At the very top of the plant, there comes out a cluster with forty or fifty or even more fruits on it, each resembling in size and shape a tiny finger. In course of time, these grow bigger and plumper, and when one of them begins to appear yellow, the bunch is cut and kept in the house. There the plantains or bananas, as they are also called, ripen and become fit for food. The ripe plantain or banana is



one of the safest foods to eat ; but the skins are dangerous to step upon in a paved street !

There are other species of the plantain, each differing from the other in size, shape, colour, sweetness, and flavour ; but the small, seedless variety of the fruit with its rich golden hue is prized more than the other kinds. The bigger kinds, however, which are commoner and more easily grown, provide a cheap and substantial food for the poor.

When the bunch is cut, the fibres of the stem are used for making a kind of cloth. Apart from the uses of this tree in providing food and clothing, there are few things which convey such a delightful sense of coolness during the hot weather as does a clump of plantain trees in a garden.

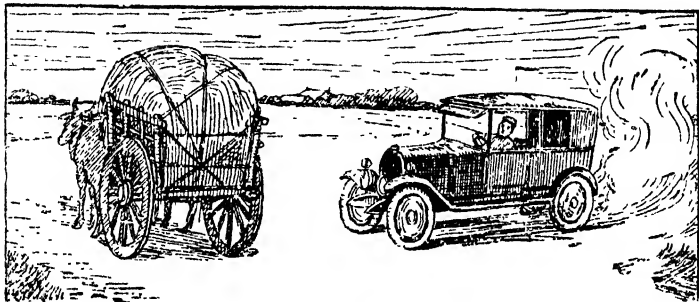
5. The Mango

- i. Grows everywhere in India ; its different varieties.
- ii. The mango season ; mango pickles and preserves.
- iii. The cultivation and export of mangoes.

The mango, when of good quality, is one of the richest and best fruits of the world. The mango tree grows wild everywhere in India, but the fruit of the commonest variety is coarse, full of fibre, sour to the taste, and has a strong flavour of turpentine. The delicious fruit, which is scarcely excelled for its beautiful golden colour, fragrance, and taste, grows on grafted trees. The fruit of the better kinds of the mango varies in size and shape, and goes by various names in the different parts of India. Some are small in size but excellent in flavour, while others equally delicious weigh as much as two or more pounds. Some have an oblong appearance, while others are almost as round as the orange or apple. The fruit of the grafted trees, has, as a rule, a very small stone and much less fibre than the coarser kind has.

Mangoes are most plentiful during the two months of April and May, though there are varieties that continue to be in season until much later in the year. It is delightful to watch the children of the village all gathered under the shade of a broad and spreading mango grove ready to scramble for the ripe fruit that gusts of wind bring down. Green mangoes also have their uses : various kinds of pickles and preserves are prepared from them.

Efforts are being made in different parts of the country to cultivate only the best varieties of the mango ; companies have been formed for packing the fruit suitably and exporting it to distant countries, especially in Europe, where it does not grow and where its better varieties are much appreciated.



6. The Motor Car

- i. Has become common everywhere in a short time.
- ii. Its speed.
- iii. The service that it renders.
- iv. The benefits it can bring.

Twenty-five or thirty years ago when the motor car was first introduced into our country, most people used to look with wonder at this strange conveyance. They could not easily understand how it was possible for a car to move of itself without being pulled by horses or oxen. To-day, however, the motor car is no longer regarded with amazement, for even in the most backward and out-of-the-way villages we hear the tooting of its horn and the whirr of its engine. In big cities like Bombay, Delhi, or Calcutta, the quickness with which the cars whizz past one in the streets is very alarming, especially to a newcomer from quiet villages.

The motor car can travel at great speed—fifty or even sixty miles an hour—on an open road. Such speed could never be attained by horse-carriages. Horses, oxen, and other draught animals soon tire after they have been in harness for a few hours. The motor car can run on continuously if it has a supply of water and petrol.

With the help of the motor it is now possible to go quickly from one place to another not connected by railway or steamer. Many a village situated miles away from a big railway station has now been brought into touch with it and with the busier life of the town it serves by the motor car or the motor bus. The connexion thus established between villages and cities is helping the spread of education among the masses in the country.

Let us hope that the motor car which has, so to speak, brought distant places nearer to each other, will also help to bring men of different countries and communities closer to each other, and help them to understand one another better and to co-operate.

7. The Sewing-Machine

Not so very long ago, less than a hundred years from now, all sewing was done by hand, and almost always by women who were called seamstresses or sempstresses. To-day there are few well-to-do families that do not own a sewing-machine.



This machine has made the stitching of clothes much easier and quicker than was possible by hand-sewing. In former times, when a woman had to make clothes without the aid of a sewing-machine, it very often happened that the long hours she sat stitching with the needle harmed her eye-sight. There is no fear of this happening to-day, because by means of the sewing-machine it is possible to turn out work many times faster than by hand labour alone.

As a result of this, clothes can be made or purchased much cheaper than before, and this is, of course, a great advantage to the poor.

There are different kinds of sewing-machines: those worked by hand are called hand sewing-machines, and those worked by the feet are called treadle-machines. In large establishments where hundreds of machines are employed in sewing clothes, they are driven by electric power.

A sewing-machine is so indispensable to a large family nowadays that one cannot help wondering how people in former times could have done without it.

8. Rivers

- i. How they start.
- ii. Active during rains ; floods.
- iii. Bring blessings in ordinary times, but cause great damage when in flood.
- iv. The Hindus call a river ' mother '—why ?

In India there are many rivers, but only those like the Indus, the Ganges, the Nerbada, and some others flow all the year round. These big and perennial rivers begin as tiny streams on some hillside. In the hills and mountains the rainfall is very heavy, and the water of the rains run down their sides in little streams. The little streams run together and form the broad river on which boats sail and carry cargo and passengers from one part of the country to another.

The greater number of rivers in India are dry for most parts of the year, and flow only during the rains. Then they help to carry away the water which comes rushing from the hills and the country around to the sea or some big lake. After a heavy downpour of rain, these rivers, which were just before dry and without a drop of water, present an awe-inspiring sight. Millions of gallons of water rush along their beds at great speed. Sometimes the rainfall is very great and a river overflows its banks. When this happens the surrounding fields are flooded, the standing crops get damaged, and sometimes even the cottages of the poor peasants are destroyed.

The river in ordinary times is a blessing to the people. It provides the water which is so necessary for drinking, bathing, washing, and growing crops. When, however, a river is in flood, it carries with it ruin and destruction.

In India it is a beautiful practice among the Hindus to speak of the river as *mata* or ' mother '. They address it by this name, at once respectful and endearing, because the river carries with its flowing waters plenty and prosperity to the people that dwell along its banks.

9. Mountains

We have all learnt in our geography books that a mountain is a portion of land that rises much higher than the country around. Many millions of years ago, the earth on which we live was a burning molten mass. Gradually it began to cool. As it did so, its surface began to

shrink, and the mountains we see are the furrows or wrinkles made as the earth's surface was drying up. The rising and sinking of the earth's crust is going on even to-day, though so gradually that it is hardly noticeable.



In India we have the highest mountain range in the world, the Himalaya mountains, so called because their highest peaks are covered with snow (*him*) all the year through.

People living among mountains, like the Afghans or Tibetans, are strong and full of life and activity, because their country's climate is very cold and they have to be ever up and doing. As their land has few fertile fields, they have to work very hard to get their living. Mountaineers have to live more by hunting and on the produce of their flocks of sheep and goats than by the cultivation of their lands.

The forests on many mountain-sides are full of wild animals like tigers, bears, and deer that do a great deal of damage to the cattle and crops of the people living near ; but some of these forests also contain valuable timber trees which bring in a big revenue.

As one climbs up a mountain and ascends higher and higher, the scenery becomes more and more impressive and awe-inspiring. It was

therefore not without reason that the Hindus, the Moslems, and other peoples sometimes erected the temples of their religion on the summits of tall mountains.

10. Salt

- i. A common necessity.
- ii. How it is obtained.
- iii. Its uses : to season food, as manure, for ' curing ' ; an Arabian custom.

Salt is an everyday article of food, and so common that we scarcely give it a thought ; yet like many other common objects such as air and water, it is one of the necessities of life. We could hardly do without it.

Salt is obtained from the water of the sea, and also from salt springs or salt mines. People in India who live near the sea coast generally use sea salt ; this is obtained by allowing the sea water to flow into shallow pans where it is allowed to remain. Tiny crystals are formed on the top of the standing water, and these are collected by means of a little rake and piled up into big heaps. The salt thus formed is next packed into bags and sent to the various markets. Where salt is obtained from mines, as is the case in the Punjab, the salt mines are worked exactly in the same manner as coal mines. The big rocks of salt are hollowed out, and huge pillars of the white mineral are left to support the galleries inside the pit.

Salt is used not only to season our food, but also as manure and for curing and preserving fish, skins, and other things. As it has so many uses, it is very necessary that it should be cheap. In some countries, salt is very scarce, and he who is able to eat salt is regarded as a wealthy man. In Arabia it is the custom for a man who has tasted salt in the house of another never to revenge himself upon or do harm to the host or any member of his family. We all know how anyone who proves treacherous or disloyal to his master or friend is spoken of in India as *nimak haram* or ' untrue to his salt '.

11. The Carpenter

- i. Found in every village ; carries on an important trade.
- ii. The tools he uses.
- iii. Cabinet-makers in big towns.
- iv. Carpentry in schools.

The carpenter is to be found in every village. He occupies quite an important position there, because he carries on a trade which is very useful to his fellow men. For how can we do without a carpenter when we have to roof a house, or fashion doors, to build carts, or make ploughs and other objects too numerous even to name?

The carpenter employs a variety of tools in his work. He alone understands their several uses and can handle them much more ably than anyone who is not in the trade. He employs the hammer to drive nails, the adze and the saw for cutting, the chisel for shaping or carving, the plane for smoothing, and the drill for boring holes.

There are in large cities, besides the carpenters who do the rougher kind of work involved in house-building, others who make furniture and fittings. These are called joiners or cabinet-makers, and they earn wages higher even than those of many people employed in offices.

In many schools there are classes for teaching carpentry. It is rightly held that a boy should be taught to work with his hands and to use tools, for then he will be able to perform many useful kinds of work. He will also be able to employ his leisure very pleasantly and profitably in turning out articles such as book-racks and picture frames. A great deal of harm is done when young people who go to school think little of those who are engaged in the honest and manly trades in which it is necessary to work with one's hands.

12. The Doctor

It is generally not till we are ill that we make the acquaintance of the doctor. He is a member of what are called the learned professions, to which belong also the teacher and the lawyer. All of them have to spend a number of years at a school, college, or university, studying for their respective professions. Carpenters, smiths and other artisans acquire their skill by becoming apprentices and by gaining practical experience rather than by book knowledge. In India one has to study for several years in a medical school or college before one is allowed to practise as a qualified medical man.

Most people in India are too poor to avail themselves of the help of qualified practitioners. They cannot afford to pay their fees. In cases of serious illness, they often seek the aid of quacks and very often become worse through their treatment. To help such people, the

Government has started free medical dispensaries in towns and villages where the poor receive skilled medical treatment free. The large majority of people prefer, however, to seek relief from *hakims*, *vaids*, and *kavirajas*. They have been used to their systems of treatment from ancient times, while the western science of medicine has been introduced into India only since the coming of the British.

The business of the doctor is not merely to cure disease, but also to prevent the causes of illness. This is why doctors tell us that we need not fear malaria, typhoid, or smallpox if we prevent mosquitoes from biting us, or if we drink boiled water, or get ourselves vaccinated. Prevention is always better than cure.

13. A Library

- i. What it is. School libraries and public libraries.
- ii. Libraries on various plans.
- iii. Libraries satisfy the growing taste for reading.
- iv. Children's libraries.
- v. A good thing to endow a library.

A library is, as every schoolboy knows, a room or building in which a well arranged collection of books is kept for reading or reference. Nowadays every school has its library. School libraries are small indeed when compared with the well equipped public libraries that are to be found in some of the bigger towns like Bombay or Calcutta.

There are libraries which allow their members to borrow books; these are called lending libraries. There are others which do not lend books but permit their use to members in the library premises. Some libraries are free and open to the public; others charge a fee for the use and loan of books and periodicals.

Libraries are a great blessing, especially to the poor and the middle class people who cannot afford to buy all the books they would like to read. As members of a library paying a small subscription, they have the advantage of being able to borrow these and many other books besides.

Fifty years ago, the number of people who could read books was comparatively very small in India, but it is much larger to-day. The new taste for reading and hunger for more knowledge can be satisfied and relieved by libraries.

In some of the bigger towns, there are special libraries for children. In these, just the kinds of books and games that interest young people are to be found. Such institutions are very helpful in creating a love for reading among children. An interest in books aroused at this age is sure to last all one's life.

If a man is wealthy and wishes to confer a benefit on his fellow men, he could not do better than set up and endow for them a library. Of all gifts, the gift of knowledge is the highest.

14. The Autobiography of a Letter from the moment it was posted till it reached its destination

A wonderful career has been mine from the time the little girl dropped me into the slot of the bright red letter-box at the corner near the Queen Mary's Girls' School in Bombay. At first I felt very miserable in the dark and narrow cell in which, although quite innocent, I was confined. It was some comfort to find there were many others also of my kind, all of different sizes and shapes. Now and again new members came in by twos and threes. Then all of a sudden, when we least expected it, a big, dark man wearing a khaki coat and a khaki turban with a streak of red in it opened the box and dragged us out. He huddled us into a big canvas bag, and carried us away we did not know where.

Happily, we were not long in this dingy sack ; to our great relief, a grave looking gentleman opened the bag and scattered us all pell-mell on a big table. Then came men who, without caring to know how it hurt us, put a round black mark on the beautiful stamp that adorned our foreheads. We were then sorted and arranged in groups, and were once again carried in bags, like so many prisoners, to the railway station, where we were transferred into a carriage of the train waiting for us. Next morning the bag containing me was hurled out of the train and carried straight to the post office of this town. Here once again my companions and myself were mercilessly scattered about, and this time again our faces were covered with the black, circular marks. A postman then took charge of me and went off at a quick pace from door to door, and I was never so happy as when you received me with such a smiling face.

What a career full of ups and downs has been mine ! How you will now treat me—whether you will fling me into the waste paper basket or hug me to your bosom—is what I should now give anything to know. But you are kind and gentle—I see that from your eyes—aren't you ?

15. A Railway Engine tells the Story of its Life

You see me here, so big and powerful, strong enough to draw loads which a thousand of you together cannot move. No doubt you would enjoy a ride in the train I draw, but you must be quick to run away from my path when I bound along my track. But do you know anything about the trials of my early days or the joys of my life now ?

There was a time when I was merely a heap of dark, dirty iron ore lying concealed in the earth. Big, rough men dug me out and carried



me to a big furnace into which they flung me. When I came out of it, I looked so different. I had been rolled into bars and plates, and I felt much more shapely than ever I had before.

I was next taken to a place with all kinds of tools and machines in it—they called it a workshop. The place was as busy as a bee-hive. Skilled men came and took me—bars and plates that I was—from one machine to another until I had taken on quite a new shape and size. Then another set of men provided me with a funnel through which I can breathe or rather snort out thick black smoke and sparks. They then mounted me on wheels, on which I can now run faster than the swiftest horse. Two men constantly look after me. One has to feed me with coal which is to me what food is to you, and the other looks after my general well being and coaxes me to draw train-loads of goods and passengers.

Of course, I feel not a little proud as I rush along to my goal, throbbing with life and shrieking with delight, shaking my gleaming muscles of steel and making the plains 'resound with the beat of my fire-fed breast'.

16. If I were a Butterfly

How I should love to be a butterfly! What beautiful coloured coats would then be mine instead of the dull looking clothes I now have to wear! I would sail up and down in the air, as light as a feather, with never a thought of lessons or school or detention, or the scolding that mother gives me every morning for getting up late.

It would be so jolly when I felt hungry to be flitting from flower to flower and sipping the honey from them. It would be such a happy change from the wheaten bread, rice, and vegetable curries which we usually eat at home. Just think of it! I should not dine off metal or china plates, or drink from glass or copper or silver cups, but from the loveliest dishes and cups that Mother Nature herself makes.

When I was tired of wandering through beautiful fields and gardens with beds of varicoloured flowers, or of flitting up and down the lofty trees in bloom, I should perch inside a lovely flower cup instead of lying on a hard plank bed as I do now: and then, O joy! I could sleep and dream, dream, dream of the never-ending happy days in store for me.

But, alas! I now remember too well what the teacher once explained to us. He said that butterflies have only a very brief existence: most of them live only for a few hours. Perhaps it is because they are so short-lived that Providence has meant them to have a merry time and everything that is sweet and good during their brief existence. No! No! I do not wish for the honey and the gay life if it is to be for a few hours only. I am happy as I am. Let me have my cares, troubles, and poor fare, and let the butterfly keep his honey and flowers for himself. I wish him joy of it.

17. The Speech of the Oldest Mouse at a meeting of Mice to decide that the Cat should be belled

My dear fellow mice! You all know how difficult it has been for all of us to come together in this place to-night. You also know why we have all met here. It is difficult for us to get together, because the cause of all our troubles and miseries, the cat, is for ever on the look out

for us. There can be no rest or peace of mind for us until we rid ourselves of her. Every time we peep out of our holes or nests, we find Pussy lying in wait for us. It is now almost a month since some of us had a chance of eating a crumb of bread or of tasting some milk or cream. For fear of being pounced upon, none of us has the courage to sally forth in search of food. Something has to be done to protect ourselves and our race from this monster of a cat; but she is so big and powerful that we dare not think of fighting her.

If, therefore, you are all agreed, let us think of some other plan which will at least warn us of her near approach and give us time to make good our escape. My plan is that when Pussy is fast asleep and purring contentedly, one of our brave young mice—I know there are hundreds of brave young fellows among us—should gently climb on her back and tie a bell round her neck. Then, whenever Pussy is about by night or day, the tinkling of the bell will warn us of her approach, so that we can scamper off to our holes and corners without fear of being pounced upon unawares. Let our young and brave mice come forward to perform this feat for the common good. Once they have performed this heroic feat, we shall all have peace of mind and security of life. I now call upon all those who are ready and willing to bell Miss Pussy to put up their fore-paws.

What! not one!

18. A House on Fire

I had not been long in bed when a bugle call awoke me with a start. I recognized in it the signal that a fire had broken out in the town. I had never witnessed a fire before, and it did not take me more than a few minutes to dress myself and be in the street trying to ascertain where it had started.

There were many like me who, roused by the bugle call, were hurrying towards the scene, and I joined them. We had not gone far when I saw, high above the roof of the surrounding houses, a huge glare. As we approached it, we discovered that the house on fire was right in the heart of the business quarter. There were shops on the ground floor and its two upper storeys were occupied by tenants. An immense crowd had gathered to see this sad and terrible spectacle.

From the distance at which I stood I could clearly hear the crackling made by the burning furniture and the explosions of the stores in the

shop. It was a provision shop. The fire-engine had just then arrived, and the brave firemen in their dark uniforms and shining helmets were playing the hose on the flames and also on the upper storeys and the adjoining houses to prevent the fire spreading to them.

The fire had started on the first floor and the tongues of flame were beginning to lick the ceiling of the storey above. On the topmost storey were a few tenants who had not been able to leave the house before the wooden staircase connecting the ground floor with the upper storeys was burnt down. Their means of escape was cut off. They were all crowded near a window, and from the distance from which I saw them, and in the blaze and smoke, they looked like dark forms huddled together. We shuddered to think of the fate that might be theirs.

To the relief of every beholder of this dreadful spectacle the firemen put up their tall ladders, and one of them climbed up to the window and helped the scared and horror-stricken inmates down one by one. The last of them had hardly landed on the ground when the ceiling came down with a crash. The tongues of flame now rose higher than ever and sparks flew all around. It was a terrible sight, but everyone heaved a sigh of relief that no human life had been lost.

19. A Visit to a Fair

It was the day of the Puja Festival. As the day advanced, an immense crowd was making its way to the maidan where the annual fair was held. I entered the crowd, and when I reached the maidan, I was rewarded by the sight of a spectacle which I shall never forget—a vast assemblage of men, women and children in holiday dress spread over the extensive plain.

There were two long rows of booths with a broad passage between. In them was displayed a variety of toys, brassware, fruits and sweet-meats ; in some of the stalls there were stages for conjurers, singers or acrobats. Between the two lines of these temporary shops passed a never-ending stream of men, women and children, all bent on enjoying themselves.

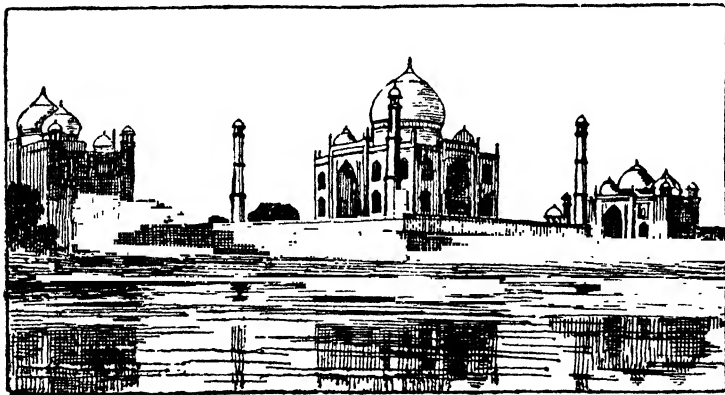
Go where you might you heard the loud rapping on the big drum, the clanging of cymbals and the shrill music of reed instruments ; add to this the sound proceeding from countless mouth-organs, the rubber

balloons and reed flutes on which the children practised ; add also the hoarse cries of the different stall-keepers inviting customers to their shops or entertainments, and of hawkers trying to make themselves heard above the great din.

A large majority of the spectators had their faces, bodies and white cotton clothes daubed all over with vermilion. Many of them wore beautiful garlands of flowers. The women with their coloured saris and dazzling ornaments presented a feast of colour and gaiety. In one corner of the maidan was a vast crowd of boys and girls and, above the noise of their chatter, you could hear a shrill sound at regular intervals. It was the noise of the tumbling boxes as they went up and down with their freight of children. Near by was a merry-go-round ; as it went round and round to the accompaniment of music from a hurdy-gurdy, one felt ever so happy to see the young children, some mounted on wooden horses, others on elephants, enjoying themselves heartily and feeling quite as important as though they were seated on real ones.

20. The Taj Mahal

Most schoolchildren have heard of the Taj Mahal. Many have certainly seen a picture or a photograph, and some perhaps a marble



model, of this famous building—if they have themselves never been to Agra nor seen it. No building in India, perhaps in the whole world,

has been so often drawn and photographed or more frequently described ; but with all this it is very difficult, if not almost impossible, to give a correct idea of it to those who have not seen it.

The Taj Mahal is a magnificent tomb erected by the Emperor Shah Jehan to the memory of his beloved Queen, Mumtaz Begum. This tomb or mausoleum, as it is also called, stands on a raised platform of white and yellow marble which has at its four corners four tall minarets of the same material. It contains a large central hall in which the Queen's tomb is enclosed within a carved marble screen of the most delicate tracery, resembling fine lace such as only the fingers of angels could weave.

The real tomb is in a vault beneath which we descend by a flight of steps. Round this hall are a number of apartments and corridors with windows provided with marble fretwork of the most beautiful patterns. The pavement is in alternate squares of black and white marble. The walls, screens, and tombs are covered with inscriptions from the *Koran* and ornaments of flowers and wreaths, all inlaid with beautiful precious stones of different colours. The top is crowned by a central dome of white marble which from a distance looks as though it were too big for the building but which, on nearer view, reveals how every part is in harmony with the whole.

The mausoleum itself and all the buildings that belong to it are said to have cost over three crores of rupees, and to have taken 20,000 workmen twenty-two years to raise them. But the money and labour were surely well spent, for the Taj is one of the glories of our land which travellers from all parts of the world come to see and admire.

21. Rabindranath Tagore

Rabindranath Tagore, the world-famous Bengali poet, was born in Calcutta in 1861. He had the misfortune to lose his mother when quite a child. He tells us in one of his books that after his mother's death he found a friend and companion in the world around. He would watch the clouds floating in the sky, the flowers trembling in the breeze, and other objects in nature, and find in them a source of beauty, joy, and peace of mind.

When he was about eighteen years old he wrote his first books of poems in Bengali—*The Songs of Sunrise* and *The Songs of Sunset*.

These reveal his strong love for nature. At the age of twenty-three he was married and then sent by his father to look after the family estate. When engaged in this work, he composed several plays and poems, all of them, of course, in Bengali. About this time he composed the songs in the famous *Gitanjali* and *The Gardener*. These he subsequently translated into English, and through these translations he became known to the literary men in England, America, and the rest of the civilized world. These compositions were so much appreciated that Rabindranath Tagore was awarded the Nobel Prize which is the highest distinction a literary man can secure.

Besides writing dozens of poems, plays, and delightful short stories, he has founded a great school at Shantiniketan, where he himself and other distinguished men from all parts of the world teach the pupils. Rabindranath Tagore is not only a great poet, but also a great patriot. He loves his country dearly and believes that our people, by cultivating the ancient qualities of brotherly love and selflessness, will become great once again as they were in the past. That is what he teaches in his books and in his great school-hermitage at Shantiniketan.

22. Gopal Krishna Gokhale

Gopal Krishna Gokhale, one of the finest examples in modern times of men who have devoted themselves selflessly to their country, was born at Kolhapur in 1866. His parents were poor, but understood the advantages of giving their son a good education. Young Gopal passed the matriculation examination at the very early age of fourteen. He was only eighteen when he passed the B.A. examination from the Elphinstone College, Bombay. This is a proof that he was endowed with great talents. His subsequent career shows that he made a conscientious use of them.

Soon after, he became a life member of the Deccan Education Society. Under the rules of the Society he was to receive a salary of only Rs. 75 a month and to continue to work for the Society for twenty years. Young Gokhale was only too glad to make this sacrifice in the cause of his countrymen's education. The now famous Fergusson College had then been recently started by the Education Society, and in it Gokhale taught English, Mathematics and History. He spent his vacation in collecting money for the College, which was

then badly in need of funds. During many years when he lectured at the College, he enjoyed the friendship of another great Indian thinker and leader, Justice Ranade, who became his guide and philosopher.

When after twenty years of service at the College he retired from it, he was to receive a pension of Rs. 30 a month, and Gokhale made a vow to serve his country on very little beyond this pittance. In 1905 he founded the *Servants of India Society* which aims at promoting in every way it can the interests of the people of India. He did his best to give all people of this country the benefits of primary education, but unfortunately did not succeed. There was scarcely any public matter concerning the welfare of the people of India in which Gokhale did not play some part or regarding which he did not offer valuable advice.



In whatever he said or did he was very careful to speak the truth, and treated all those with whose views he did not agree with great courtesy and respect. Throughout his life he showed himself to be a very fine example of what an Indian gentleman ought to be. When he passed away in 1915 at the early age of forty-nine, his death was mourned by the whole nation.

23. Keeping a Promise

- i. What is a promise ?
- ii. One should not make a promise lightly.
- iii. What happens when promises are not fulfilled ?
- iv. Why must one keep a promise ?

It is so easy to make a promise, but often so difficult to keep it. How many times have we not heard one boy say to another, 'I promise you this on my word,' though he seldom gives a thought to the nature of the pledge he makes.

A promise is a very solemn undertaking, and ought never to be made lightly. Unless a person feels sure that he will be able to fulfil his pledge, he should never commit himself to any act or obligation.

Friends not seldom grow cold towards each other, or even become enemies, because in a thoughtless moment one of them had engaged to do something for the other which he has failed to carry out. It very often might happen that, if a person or a friend should fail to make good his promise, no loss or evil consequences would follow, but that does not excuse him from fulfilling his obligation. Sometimes a man may find it difficult to carry out an undertaking which appeared easy to perform when he entered into it. It is neither correct nor becoming that, because unexpected difficulties have arisen, he should hold himself free from discharging his obligation. The proper thing to do in such a case is to explain the difficulties to the friend and hope to be released from the promise.

It is a point of honour to carry out a promise and, therefore, greater honour is due to him who fulfils his word even at great sacrifice. On the other hand, a man who is known habitually not to keep his word is never trusted by his friends or fellow men. Such a man is soon found out and earns a bad name for being unreliable.

It is best to take time and to reflect long before one makes a promise, but once it is made one must make every endeavour to fulfil it.

24. Punctuality

- i. Who is the punctual man ?
- ii. The punctual man's difficulties. Really busy men are always punctual.
- iii. Unpunctuality is discourteous towards others.
- iv. Lack of punctuality is harmful to discipline and to work of every kind.

A punctual person is always in the habit of doing a thing at the proper time, and is never late in keeping an appointment.

The unpunctual man is a source of annoyance both to himself and to others. Such a one will never have his things in the proper place,

nor do what he has to do at the proper time. He is always in a hurry and in the end loses both time and his good name. There is a proverb which says, 'Time flies never to be recalled.' This is very true. A lost thing may be found again, but lost time can never be regained. Time is more valuable than money or anything else, in fact time is life itself, and the unpunctual man is for ever wasting and mismanaging time which is his most valuable possession. The unpunctual man always complains that he finds no time to answer letters, or pay back calls, or keep appointments at the right moment or opportunity. But the men who have really a great deal to do are very careful of their time and seldom complain of want of time. They know that they could not get through the immense amount of their work unless they faithfully observed every appointment at the right moment and attended to every piece of work just when it had to be attended to.

Failure to be punctual in keeping one's appointments is a sign of disrespect towards others. If a person who is invited to a dinner arrives later than the appointed time, he keeps all the other guests who have come in time waiting for him. This is a great discourtesy both towards the host and the other guests.

Lack of punctuality, moreover, is very harmful to the proper discharge of duties, whether public or private. Imagine how harmful it would be to the work and discipline of a school if pupils or teachers failed to be at their proper places at the proper time. Imagine what confusion it would create if all the trains in any railway service did not run according to the time-table. Or imagine how ruinous it would be if those who are entrusted with the work of banks, offices, and other public institutions failed to be at their proper places at the appointed time.

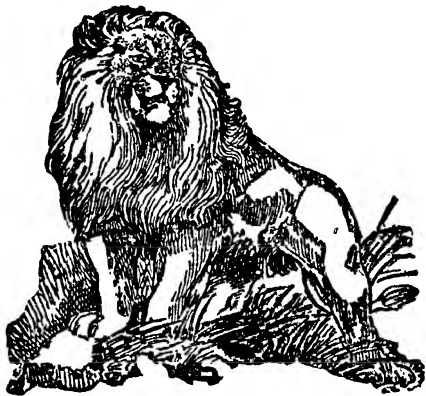
IV

OUTLINES OF ESSAYS

1. The Lion

- i. General description : a flesh-eating animal of the same class as the cat ; majestic and graceful in form, tawny in colour ; male has large head with shaggy mane ; size.
- ii. Where found : in warm countries—in Africa and in Kathiawar in India.

- iii. Habits : roars loudly making mountains and valleys echo ; a beast of prey, roams at night ; eats only animals killed by himself ; noble, strong, intelligent ; king of beasts.



- iv. Can be trained ; kept in zoological gardens.

2. Birds

- i. Their special power of flying.
- ii. Kinds of birds you know ; day birds and night birds ; birds of prey ; what do they feed on ?
- iii. Song birds ; the pleasure they give.
- iv. Birds with beautiful feathers.
- v. Nests and eggs.
- vi. Many birds are useful to man.

3. Cotton

- i. Description : a kind of vegetable wool picked from pods of the cotton plant ; some plants only 2 or 3 feet high, other ' trees ' even 20 or 25 feet high ; grows in warm climates.
- ii. Ripe pods burst open ; the cotton gathered and dried ; the seed separated by ginning machines.
- iii. How turned into cloth : carding, spinning, weaving ; different kinds of cloth made out of it ; where best cloth made.

- iv. Other uses: for making ropes, for filling bed-mattresses; for dressings in hospitals.

4. The Bamboo

- i. A kind of giant grass; grows to a height sometimes of 50 or 60 feet, and in diameter over a foot; tuft of blades at the top.
- ii. Where it grows: India, China, Indo-China, Japan, Africa, some parts of America.
- iii. Uses: (a) in buildings: poles and rafters, mats for ceiling, etc.; (b) for utensils: cups, dishes, baskets, buckets; (c) for making mats, chairs, sofas; (d) for paper-making.

5. Iron

- i. What it is and in what state found: dug out from the earth as ore mixed with clay or lime; ore smelted in furnaces to separate it from other substances.
- ii. Various forms: (a) pure iron obtained by smelting is *cast iron*; (b) cast iron when beaten and rolled becomes *wrought iron*; (c) this mixed with certain other substances is *steel*, which is very hard and flexible.
- iii. The most useful metal; tools, instruments, machinery, nails, chains, utensils made of iron.

6. Coal

- i. Got from mines or pits in most countries; colour, form, appearance.
- ii. How obtained from mines: 'shafts' or holes sunk into the earth; tunnels and galleries wide as streets made in the interior of the earth; thousands of miners employed to dig and send up the coal; dangers of coal mining: roofs give way or coal-gas explodes killing very many every year.
- iii. Uses: an important fuel, necessary for factories and engines; gas and tar made from coal; household uses—a blessing to people of cold countries.
- iv. Some present-day substitutes for coal: petrol, kerosene oil, electricity.

7. Paper

- i. How made : from cotton, linen, certain grasses, wood ; these are formed into pulp which is spread over a wire cloth and drained : the layer formed below the wire cloth is dried, pressed and made smooth—this is paper.
- ii. Various kinds—stiff or flexible, thick or thin, white or coloured.
- iii. Uses : for writing, printing, wrapping parcels, making cardboard boxes ; old paper often again turned into pulp to make household articles (such as trays, baskets, buckets).
- iv. Helps the spread of knowledge and education.

8. The Plough

- i. Description : shape, parts, construction—the ‘share’ the most important part.



- ii. Its importance : one of the oldest and most useful tools made by man.
- iii. How drawn : by horses, bullocks, buffaloes ; there are also ploughs driven by steam or electricity.
- iv. How it works : cuts furrows in the soil, and turns out the soft earth hidden below the outer dry surface.

9. The Sea

- i. Bounds all continents ; covers greater part of the earth's surface ; various depths : rocks and mountains under the sea.

- ii. Usual appearance of the sea : a vast expanse of water ; waves and tides.
- iii. Storms.
- iv. More animals live in the sea than on land ; 'the treasures of the deep.'
- v. The ocean highway : sailing boats and steamships.
- vi. Sea water is brackish—unfit for drinking but useful for salt manufacture ; joys of sea bathing.

10. The Seasons

- i. Which are they ?
- ii. Men and the world around in winter.
- iii. The influence of summer on human beings and external nature.
- iv. Men, birds, beasts, and trees in the rainy season.
- v. Which season you like best and why. Conclusion.

11. Newspapers

- i. What they are ; daily newspapers and weekly newspapers.
- ii. The contents of a newspaper : news (of what ?) ; pictures, commercial and scientific information, special articles, short stories, the opinions of great men and editors on important happenings.
- iii. Advantages : latest information about most things that happen in the world ; opinions of great men made known to the public ; spread of knowledge and information ; people encouraged to take an intelligent interest in the progress of the world. All this secured at small cost.
- iv. Disadvantages : bad newspapers misguide the public, encourage bad taste and inflame public opinion ; we should never be guided by such.

12. The Book (or Story) I like best

- i. Which it is : its author or origin.
- ii. Its main outlines.
- iii. What influence it exerts.
- iv. Why I like it better than other books (or stories) I have read.

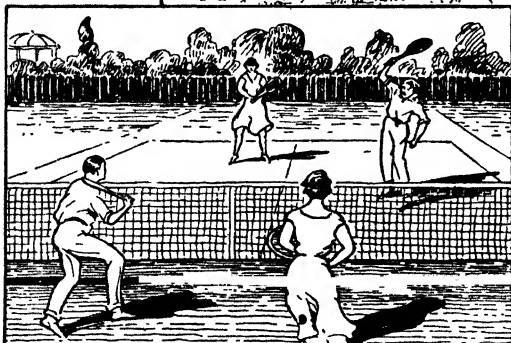
13. Sports

- i. Well-known Indian games.
- ii. Well-known British games.
- iii. A comparison of the two : most British sports are costly, though better organized.



FOOTBALL

CRICKET



TENNIS

- iv. People in India are not as keen on sports as Europeans ; sports should be encouraged in schools.
- v. The games played in my school.
- vi. The influence of sports ; encourages comradeship, discipline, courage, presence of mind, healthy competition, spirit of 'give and take' ; sports form and strengthen healthy character.

14. Health

- i. The meaning of the term ; health is the highest blessing.
- ii. How acquired and maintained : air, food, water, work, exercise, cleanliness, cheerfulness, regular habits. (Explain the importance of each.)
- iii. Neglect of health ; consequences ; an unhealthy person a burden and cause of trouble and anxiety to others.
- iv. Healthy habits should be formed in childhood and youth ; the blessings of good health in old age.

15. Education

- i. What it is : training of mind, body, and character ; bringing out the hidden powers within us.
- ii. Childhood the best period to begin one's education : why ? Education should be continued throughout life.
- iii. (a) Moral education, (b) General or liberal education, (c) Technical or practical education.
- iv. Home is the first school, mother the first teacher ; schools and colleges ; self-education by study and observation ; the school of experience.
- v. Its value to the individual and to society ; what the Government does for education and why.

16. Hospitality

- i. Meaning of the term.
- ii. Hospitality an eastern virtue ; people in India consider it a duty.
- iii. Its advantage to those travelling.

- iv. People more hospitable in former times than now ; why ?
 Quicker travelling, inns and hotels ; village folk even now more hospitable than townsfolk.

17. Controlling one's tongue

- i. Æsop's fable : the slave brought tongues when his master sent him to buy the best thing, and again when he sent him to buy the worst thing ; the moral.
- ii. Like an arrow or a bullet, once let go a word spoken cannot be recalled ; the harm or good it has the power to do ; give an example.
- iii. Quarrels and even wars arise from ungoverned tongues.
- iv. The tongue may be compared to (i) a horse, very serviceable when bridled, or (ii) fire, a good servant but a bad master.
- v. Discipline of tongue and temper saves us from many regrets.

18. Division of labour

- i. What it means.
- ii. Examples ; clothes-making and pin-making.
- iii. Benefits : each person learns one special kind of work, therefore learns it well ; saving of time and labour ; less cost.
- iv. Drawbacks : each person knows only one particular kind of work, therefore becomes indispensable ; others cannot do his work ; if he loses his job, he too is unfit for other kinds of work ; example of a mill labourer or a miner.

19. Method in life

- i. What it means ; plan or proper arrangement of work and firmly keeping to it.
- ii. Benefits : how work in the class would suffer without a timetable ; saving of time and worry ; order is nature's first law : how ? An example.
- iii. How a student can be methodical in his everyday life.
- iv. The man of method succeeds in life (why?) : examples.

20. How I spent the last vacation

- i. When did the vacation begin? My feelings when the school broke up.
- ii. The place or places I visited ; in whose company ?
- iii. How I usually spent the day.
- iv. Interesting incidents.
- v. My feelings when I returned to school and began work again.

21. An outbreak of fire I witnessed

- i. When, where, and how it broke out ; description of the building where it started, and of the houses near by.
- ii. How it was detected ; alarm raised ; the smoke and flames ; the wind ; crowds, and their behaviour.
- iii. Arrival of the fire-engine ; efforts of the firemen and onlookers ; brave acts ; any lives lost ? How ?
- iv. The fire controlled and put down.
- v. The scene at the end : houses damaged by fire, the street, the engines, the firemen and other workers, the sufferers.

22. A railway journey

- i. The place we started from ; the place I was going to, and why.
- ii. Buying the tickets ; the scene at the station before and after the train arrived ; finding a seat ; the scene when the train started.
- iii. The journey : the speed of the train ; the changing views ; the people in the carriage : the appearance of some, what they were doing, my conversation with them ; scenes when the train halted at stations on the way.
- iv. Arrival at my destination ; how I got away from the railway station, and where I went to.

23. My autobiography

- i. My earliest memories : habits, playmates, and playthings in infancy.
- ii. My first day at school ; progress in studies ; companions and teachers in past years ; the period of school life which I liked best and why.

- iii. The influence of my parents, relatives, friends, and books.
- iv. Some interesting experiences I have had.
- v. My present activities, and plans for the future.

24. Discipline

- i. What it means.
- ii. Childhood, the best period for sowing the seeds of discipline.
- iii. Discipline at home, in the school, in the playground, in the army.
- iv. Benefits of discipline : examples.
- v. Discipline should not be pressed too far ; the likely evils of excessive discipline.

V

ADDITIONAL SUBJECTS FOR ESSAY-WRITING

- 1. A Thunderstorm.
- 2. The *Muharrum*.
- 3. Life in an Indian Village.
- 4. Manual Training.
- 5. Early Rising.
- 6. A Debating Society.
- 7. School Magazines.
- 8. A True Gentleman.
- 9. The Evils of Postponing.
- 10. A Dream I have had.
- 11. Childhood.
- 12. Exercise.
- 13. Conversation.
- 14. Gardens.
- 15. Examinations.
- 16. The Autobiography of a Cricket Ball that hates its life.
- 17. How I should like to be a Squirrel.
- 18. The Alarm Clock recounts the Story of its Life.

19. If I were a Sparrow !
20. My Favourite Hobby.
21. The frogs in a pond met together to pray for a king ; write out the speech of the chief frog.
22. What I should like to be.
23. A friend of yours is going to England and you are made the chairman at a send-off meeting in his honour. Write out the speech you would deliver.
24. The address of the queen of the bees to her subjects on ' Industry and Economy '.

SECTION III
STORIES AND UNSEENS
CHAPTER XIV
STORY-WRITING

I

REWRITING SHORT STORIES

Story-writing is a delightful form of composition. It is as interesting as a game. What child does not love to read a story or hear one told ?

You will find the following hints helpful in rewriting a given story :

1. Listen to or read the story very carefully and understand what it is all about. You may jot down ' points ' in the story to help your memory.
2. Be sure to get hold of some of the important words and phrases in the story.
3. Do not change the story or its details ; your business is to reproduce the story, and not to change it.
4. Whenever the story contains any conversation or ' direct speech ', i.e. the exact words spoken by a person, remember to put it within inverted commas, and to begin it with a capital letter. Do not put ' that ' before a direct speech.
5. Though you must not change the story, you may sometimes change the order of events in the story. There are more

opportunities for you to do this when you have to reproduce a story poem in your own simple language. •

6. Take special care to bring out clearly the chief points of interest in the story, the fun in it, or the lesson it is meant to teach.
7. If the given story has no heading or title, you should supply one.

II

STORIES FOR REPRODUCTION

GROUP I

1. The Dog and his Shadow

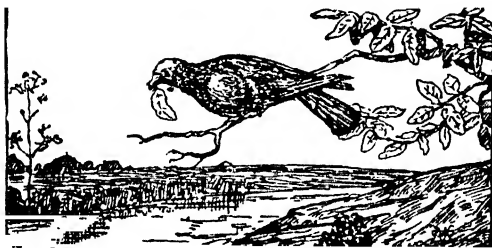
A dog carrying a bone in his mouth was walking along a plank across a stream. As he looked down into the stream, he saw his own reflection in the water. He thought that he could see another dog with a similar bone in his mouth. The greedy dog thereupon snatched at his own shadow, and, as he did so, opened his mouth, so that the bone he was carrying fell into the stream and was lost.

It very often happens that those who are greedy and try to take what belongs to others lose what they themselves have.

2. The Dove and the Bee

A bee, feeling very thirsty, went to a spring to quench its thirst. While it was drinking, it fell into the stream, and was carried away swiftly by the current. Just then, a dove who was drinking from the same stream lower down, seeing the struggles of the poor creature, dropped a twig into the water. The bee crawled on to the twig and, when its wings dried, was able to fly away.

Not long after this, the bee saw a man aim with his gun to shoot at the same dove which had saved its life. The grateful bee quickly flew



up to the man, and stung him so hard that he missed his aim, and the dove flew away unharmed.

One good turn deserves another.

3. The Crow and the Pitcher

A thirsty crow flew to a pitcher to obtain a drink of water, but he found that there was very little water in it.

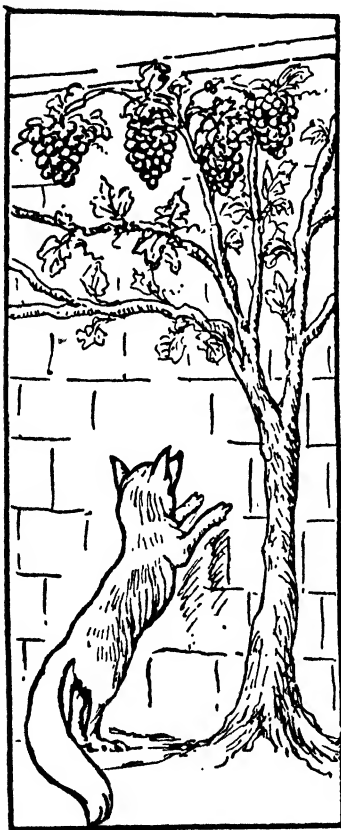
He tried to reach the water with his bill, but could not, because the pitcher was high and the water was too low in it. There were some pebbles lying near the pitcher. Seeing these, the crow thought of a way out of his difficulty. He picked up the pebbles one by one, and dropped them into the pitcher. The water in the pitcher rose gradually as each stone was put in. At last it rose so high that he was able to reach it and quench his thirst.

4. The Lion and the Mouse

One day, as a lion lay sleeping in the forest, a mouse ran across his nose and woke him up. The lion caught the mouse in his paw and was about to crush him. The mouse, however, begged so hard for his life that the lion let him go. Not long afterwards, the lion was caught in a hunter's net. He roared loudly and struggled hard to get out of the net, but all his efforts to be free were in vain. Just then came the

little mouse, and saw what a plight the lion was in. He at once started gnawing the ropes, and in a short time set the lion free.

5. The Fox and the Grapes

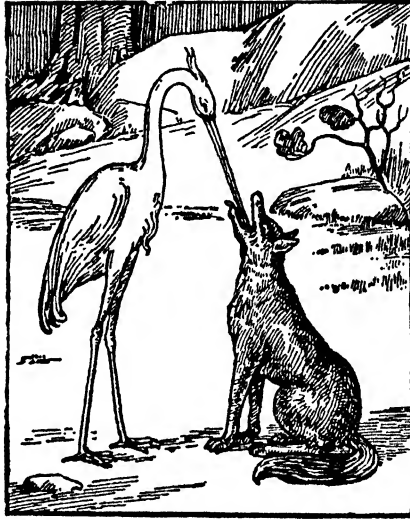


One day a hungry fox came to a vineyard full of fine ripe bunches of grapes. The grapes were hanging from a vine high up from the ground. He now thought he would be able to have a good dinner. The fox jumped as high as he could, but found he could not reach the grapes. He jumped up again and again, but they were growing too high for him to reach. When he saw that it was quite useless for him to try any more, he went off saying to himself that the grapes were sour, and that he did not want them.

6. A Fox and a Crane

A fox when eating his dinner swallowed a bone which stuck fast in his throat. The bone caused him much pain, but he could not get it out. He went to his friends of the jungle and offered a reward to anyone who would help him to get rid of the bone, but none of them could remove it. At length a crane heard of the fox's trouble and of the reward offered, and was ready to try for it. She put her long, slender bill down the fox's throat, seized the bone and pulled it out. When, however, she asked for the promised reward, the fox became very angry, and said that it was

reward enough for the crane that she had been allowed to get her head into the mouth of a fox without having it bitten off.



7. The Vain Jackdaw

Once upon a time Jupiter sent word to all the birds that on a certain day they should all come together, when he himself would choose the most beautiful among them to be their king.

A jackdaw, although an ugly bird, wishing to appear as good looking as possible, went to the fields and, gathering all the beautiful feathers which had fallen from other birds, stuck them in all parts of his body. On the appointed day, when the jackdaw appeared with the beautiful feathers stuck all over him, Jupiter immediately decided that he should be made king. Upon this the birds whose feathers the

jackdaw was wearing flew at him in great anger and regained their



own feathers. In a very short while, the pretender was seen to be nothing but an ugly jackdaw, and was driven away in shame.

8. The Sheep and the Jackal

Once upon a time a sheep was grazing near a pond. A jackal seeing her dashed towards her. The sheep was very frightened and ran to the pond. There was not much water in the pond ; but the ground near it was soft and sticky. The sheep sank into this soft mud and stuck there. The jackal who had run after her also got into the mud and could not get out. He was not very near the sheep. That evening, when the shepherd came to look for the sheep, he found her in the mud and pulled her out. He did not pull the jackal out, but killed him on the spot.

The wicked try to harm others, but in doing so they generally get into trouble themselves.

9. The Goose that Laid the Golden Eggs

Once upon a time there was a man who had a goose. She was a strange goose, for every day she laid an egg of solid gold. The master did not take these eggs to the bazaar to sell. He hid them away in a strong box. All night and day he was thinking of how soon he would be the richest man in the world. He became so impatient that he wanted to have his box full of eggs without having to wait for them. He thought the goose's body must be full of such golden eggs—and what do you think he did? He killed the goose. When, however, he came to look for the eggs, there were none to be found. The foolish man, in his haste to be rich, had killed the goose that laid the golden eggs.

10. False Alarm

Once upon a time a boy kept sheep upon the hillside. He had to take care of a large flock. Sometimes he got tired of looking after the sheep, and wished to have some fun. So one day, when all was quiet, he ran to the neighbouring village shouting 'Wolf! Wolf!'. On hearing these shouts, all the villagers ran to the boy's help; but they found there was no wolf, and the sheep were quietly feeding. They were very angry that the boy had played a trick. One day, however, the wolf did really come. He began to tear the sheep and kill them. Then the boy ran about in great fear and called for help, but this time nobody would come. All thought that he was only shouting for fun. Many of his sheep were killed, and he learnt never to raise false alarms again.

11. The Old Man and his Sons

An old man had three sons who were often quarrelling with one another. The father often advised them not to do so, but they paid little heed to him.

One day, he called them all together, and, producing a bundle of sticks, asked each of them to try in turn to break the bundle into pieces. Each one tried with all his strength to do so, but none succeeded in his effort. The father then untied the bundle and told his sons to break the sticks separately. This they did quite easily. Then turning to them he said, 'You see, my sons, what great advantage there is in

keeping together. If you all live united, none will be able to hurt you ; but if you are quarrelsome, and are not attached to one another, people can easily injure you.'

United we stand, divided we fall.

12. An Elephant's Revenge

An elephant-driver was passing through a bazaar. A friend of his handed him a coconut. Not finding anything at hand against which he might break the coconut, the cruel driver struck it against the elephant's forehead, broke the nut and ate the kernel. The sagacious animal was hurt, and did not forget the driver's cruelty. Some days after, as they were both passing along a street, the elephant saw some coconuts put up for sale. Quietly turning his trunk to one side, he picked up one of the nuts, dashed it with great force on the driver's head, and killed him on the spot.

13. The Missing Nail

A farmer saddled his horse to ride to market. When about to start, he noticed that one of the horse's shoes wanted a nail. He did not think that it was a matter of importance, and set forth. When he had got half way on his journey, the shoe came off. There was no blacksmith near by, and the farmer thought that three shoes were enough to go on with, and proceeded. The way was stony and in a short while the horse began to limp. The farmer did not now know what to do. Just then two robbers sprang out of the wood and took from him his horse and money. The farmer had now to return home on foot, a sadder though a wiser man.

14. Division of Wages

An employer once asked a workman what he did with his wages. The man replied that he spent half, lent a quarter, and with the remaining quarter paid his debts. His master was puzzled, and asked him to explain. The workman said it was easy enough to do so. Half his wages he spent on buying the necessities of life. With a quarter,

he paid for the education of his children, to teach them a good trade, so that they might help him when he was old and no longer able to work. The remaining quarter he gave to his old parents. In this way he paid the debt due to them, for he owed everything to his parents.

15. The Wind and the Sun

A quarrel once arose between the Wind and the Sun about their power. Each boasted that he was more powerful than the other. They agreed to try their power upon a traveller who was just then passing by. It was decided that the one who first succeeded in making the traveller remove his coat was to be the victor. The Wind began, and blew a very cold blast, and at the same time he brought down a shower of rain. The traveller, instead of pulling off his coat, was anxious to wrap it round himself as closely as possible. Finding all his efforts unsuccessful, the Wind gave it up. Then came the Sun's turn. He scattered the clouds and warmed the air. Then he cast such scorching rays on the traveller, that he threw off his coat in order to keep cool.

16. Devoted Wives

A king once besieged a city. The women of the place, finding that their city would soon have to surrender, begged the king to spare their lives and allow them to go out of the city with only so much valuable property as each could carry. The king granted them their request. Next morning, when the women came out of the place, every one of them had her husband upon her back. The king was very much pleased at the sight. He praised the women for their devotion and affection to their husbands, and restored their city to them.

17. The Hidden Treasure

An old farmer had three sons who spent their time doing nothing. They were a cause of much anxiety to the farmer. When he was on his death-bed, he called them, all round him, and said he had an important secret to tell them. 'My sons,' said he, 'a great treasure

lies hidden in the estate which I am about to leave you.' 'Where is it hid?' exclaimed the sons. 'I am about to tell you,' said the old man. 'You will have to dig for it . . .' but before he could impart the secret, his breath failed him, and he died. Immediately after this, the sons set to work upon the long-neglected fields with spade and pick-axe, and they turned up the soil of the whole estate. They discovered no treasure, but they learnt to work; and when the fields were sown, and the harvest came, the yield was very large, because of the way the land had been turned up. Then it was that they knew what the treasure concealed in the estate was, of which their wise old father had advised them.

18. Contentment

Once upon a time a nobleman built a magnificent house. On the front of it he had inscribed these words: 'This house is to be given to the first man who can prove that he is contented.' One day a stranger knocked at the gate, and desired to speak with the nobleman. 'I am come,' said he, 'to take possession of this house, because I find that you have built it to give it to a man who can prove himself contented, and I can prove to you that I am in that state. Therefore, please give me immediate possession of the house.' The nobleman said in reply, 'It is quite true that I wish to give this house to a man who is contented, but there is certainly no trace of that quality in you. If you were contented, you would not wish to get possession of my house.' Saying this he turned the man out.

19. The Wolf and the Lamb

A hungry wolf went down to a river in the evening when the sun was setting. There he saw a little lamb standing on the bank below him and drinking. 'How dare you dirty the water so that I cannot drink it?' he asked. 'I beg your pardon, sir,' said the little lamb, 'the water is running down from you to me, how can I make it dirty for you?' 'But why did your mother call me a thief last week?' replied the wolf. 'Alas! sir,' said the lamb, 'my mother died long, long ago, and now I have no mother!' 'Then it must have been your father,' growled the

wolf. 'But, sir, I have no father.' 'I don't care,' cried the wolf, 'I



am very very hungry, and must have food.' Saying this, he sprang on the lamb, tore him to pieces, and ate him up.

Any excuse serves an evil-doer.

20. A Beggar's Trick

A man was begging in the crowded streets of a big city. He was wearing a label with the word 'Blind' on it. A gentleman, passing his way, dropped an anna into his hand, but the coin fell on the ground and rolled into the gutter. To the astonishment of the gentleman, the beggar quickly stepped into the gutter and picked up the coin. 'I thought you were blind,' said the man who had been moved to pity at the thought of the beggar's loss of sight. 'Blind,' said the beggar. 'Why, they must have put the wrong label on me. I am deaf and dumb.'

21. Buddha's Wisdom

A poor woman once came to Buddha to ask him whether he could give her any medicine to restore her dead child to life. The holy man, touched by the great sorrow of the woman, told her that there was only one medicine which could revive her son. He bade her bring him a handful of mustard seed from a house where death had never entered. The sorrowing mother went from door to door seeking the mustard seed, but at every door she met with sad replies. One said, 'I have lost my husband'; another said, 'Our youngest child died last year.' She returned with a heavy heart to the teacher and told him the result of her quest. Then Buddha told her tenderly that she must not think much of her own grief, since sorrow and death are common to all.

22. King Alfred and the Burnt Cakes

The Danes had been making war upon King Alfred of England. They had scattered his armies, ruined his fields, and burned his towns and villages. He himself was compelled to fly and hide in the hut of a cowherd. One day the cowherd's wife, who did not know that he was the king, asked him if he would watch the oat-cakes that lay baking on the hearth, while she herself went to milk the cows. 'Yes,' he said, 'I will do that.' He was so busy thinking, however, how to save his country and his people that he never gave any thought at all to the cakes. The woman came back and found them all burnt black. She then cried out angrily, 'You idle fellow, you must be a great man in your own house! You cannot earn the bread you eat.'

23. The Fox and the Crow

A crow stole a piece of bread and flew with it to a tall tree. A fox, seeing her and wishing to get the bread for himself, tried to obtain it by flattering the crow.

'What a beautiful bird you are! What glossy feathers you have!' he exclaimed. 'Now, if your voice is equal to your beauty, you deserve to be called the Queen of Birds!' The crow was highly pleased at this, and opened her mouth to caw, when down fell the piece of bread. The cunning fox quickly picked it up and ran off.

24. The Contented Man

There was once a poor man who earned just a bare living for himself and his family. All day he sang and passed his time cheerfully, while his rich neighbours were busy and anxious about their riches, and never sang. They wondered at the poor man's joy, and even complained that with his singing he would not let them sleep.

One of them, a very wealthy man, said, 'I will stop him being so cheerful and singing all the time.' He went to the poor man's house, while he was away, and threw a bag of money into his room. When the poor man came home, he was very happy at first, and carefully hid the bag of money. Soon, however, he began to fear that it might be stolen, or he might be accused of having stolen it, and he ceased to be cheerful and to sing.

After a time the rich man asked him what had made him so thin and sad. At first he did not dare to say, but when the rich man told him that he knew his secret, he cried out, 'Take back your money. Then I shall be happy and free from care, and shall sing as I used to!' So saying, he flung the treasure at the rich man.

25. Two Foolish Goats

Once upon a time two goats met in the middle of a narrow bridge. The bridge was just wide enough to let one goat pass at a time. 'Let me pass,' said one goat in an angry voice. 'Let me pass,' said the other goat in an angrier tone. 'Get back,' said the one. 'You go,' said the other. They became angrier and angrier, and words soon turned to blows. They butted and pushed each other, and in the end both of them fell into the river below and were drowned.

26. A Mother's Complaint

Mahmud of Ghazni had conquered many countries. He could not rule all of them properly. In one of them robbers attacked a caravan, killed some of the merchants, and stole their goods. The mother of one of the merchants who was killed walked all the way to Ghazni to make a complaint to the Sultan. 'My good woman,' said the Sultan, 'how can I keep order in your country which is hundreds of miles away from Ghazni? I cannot put down the robbers, nor keep the roads safe

so far away.' 'Why then,' answered the old woman, 'do you conquer countries which you cannot rule? God will call you to account for the bad rule of every country of which you are king.'

27. A Clever Judge

A person once missed from his house a purse containing money. He made a complaint before a judge. The judge summoned all the servants of the man, and gave each of them a stick. All the sticks were equal in length, and he said, 'The stick of the man who has stolen the purse will be longer by a finger's breadth than the others.' Then he told them to go away and appear with their pieces of stick the next day. Now, the man who was the thief feared he would be found out; when he reached home, he reduced the length of his piece of stick by a finger's breadth. The next day, when they all went before the judge and presented their sticks, he soon discovered who the thief was. The missing purse was found, and the culprit was punished and sent to jail.

28. A Noble Boy

Nagin and Ratan were two very poor boys, and they were in the same class at school. Ratan was the cleverer of the two. They both sat for an examination. Everybody expected that Ratan would be the first boy in the examination; but he did not answer many of the questions, and so Nagin topped the list and won the prize. Ratan was asked how it was that he had fared so badly. For a long time he would give no answer, but at length he said, 'I could have answered every question, but Nagin's mother is just dead and I could not be so mean as to take the first place; he needed some comfort.'

29. The Boys and the Frogs

One day, some boys were playing by the side of a pond, and some of them began throwing stones into the water for fun. There were many frogs in the pond, and some of them were hit by the stones which the boys threw. So at last an old frog put his head out of the water and said, 'Boys, please do not throw stones at us.' 'We are only playing,' said the boys. 'I know it,' said the old frog, 'but the stone you throw hurt us. What is play to you? is death to us.'

30. The Parrot and the Apples

Just down the road past the schoolhouse,

A lovely big orchard lay,

The trees were full of apples red,

And near it we used to play.

We didn't know that just inside,

Chained securely to a tree,

Was a parrot, who would often screech

As loud as loud could be.

Said Jack, one day, ' Those apples look

So very fine and red ;

I think I'd like to have some, boys,

Before I go to bed.'

Then up the wall he nimbly climbs,

He is over with a bound ;

We heard him, as he quickly dropped

Down on the orchard ground.

But Oh ! the yell that followed next,

They all heard it in the town,

The parrot caught him by the hair,

Till up came Farmer Brown.

And Oh ! the whipping poor Jack got,

That we shall never forget ;

We laugh, but he gets angry, and says,

' I'll kill that parrot yet.'

31. The Two Rats

He was a rat, and she was a rat,

And down in a hole they did dwell ;

And both were as black as a witch's cat,

And they loved one another well.

He had a tail, and she had a tail

Both long, and curling, and fine ;

And each said, ' Yours is the finest tail

In the world, excepting mine.'

He smelt^t the cheese, and she smelt the cheese,
And they both pronounced it good ;
And both remarked it would greatly add
To the charms of their daily food.

He ventured out, and she ventured out,
And I saw them go with pain :
But what befell them I never could tell,
For they never came back again.

ANONYMOUS

32. The Fox

A fox jumped up on a moonlight night,
The stars were shining and all things light ;
' Oh, oh ! ' said the fox, ' it's a very fine night
For me to go through the town, heigh-ho ! '

The fox, when he came to the farmer's gate,
Whom should he see but the farmer's drake ;
' I love you well for your master's sake,
And long to be picking your bones, heigh-ho ! '

The gray goose ran right round the haystack ;
' Oh, oh ! ' said the fox, ' you are very fat ;
You'll do very well to ride on my back
From this into yonder town, heigh-ho ! '

The farmer's wife she jumped out of bed,
And out of the window she popped her head ;
' Oh husband, oh husband ! the geese are all dead,
For the fox has been through the town, heigh-ho ! '

The farmer he loaded his pistol with lead,
And shot the old rogue of a fox through the head ;
' Aha ! ' said the farmer, ' I think you're quite dead,
And no more you'll trouble the town, heigh-ho ! '

NURSERY RHYME

33. A Bird's Thoughts

I lived first in a little house,
And lived there very well—
I thought the world was small and round,
And made of pale blue shell.

I lived next in a little nest,
Nor needed any other,
I thought the world was made of straw,
And nestled by my mother.

One day I fluttered from my nest
To see what I could find ;
I said, ' The world is made of leaves ;
I have been very blind.'

At length I flew beyond the tree,
Quite fit for grown-up labours ;
I don't know how the world is made,
And neither do my neighbours.

ANONYMOUS

34. The Worm

As Sally sat upon the ground,
A little crawling worm she found
Among the garden dirt ;
And when she saw the worm she screamed,
And ran away and cried, and seemed
As if she had been hurt.

Mamma, afraid some serious harm
Made Sally scream, was in alarm,
And left the parlour then ;
But when the cause she came to learn,
She bade her daughter back return,
To see the worm again.

The worm they found kept writhing round,
Until it sank beneath the ground ;
And Sally learned that day
That worms are very harmless things,
With neither teeth, nor claws, nor stings
To frighten her away.

ELIZABETH. TURNER

35. The Mountain and the Squirrel
The mountain and the squirrel
Had a quarrel
And the former called the latter ' Little prig ' .
Bun replied,
' You are doubtless very big ;
But all sorts of things and weather
Must be taken in together
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry :
I'll not deny you make
A very pretty squirrel track.
Talents differ ; all is well and wisely put ;
If I cannot carry forests on my back,
Neither can you crack a nut.'

R. W. EMERSON

III

STORIES FOR REPRODUCTION

GROUP II

36. The Wasps in the Honey Pot

One day a gardener hung from a tree in his garden a pot containing a little honey. He did this because there were many wasps in the

garden. These used to eat the gardener's ripe fruit. When they smelt the honey in the pot, they quickly flew to it and crawled into the jar. Their legs and wings were made so sticky by the honey that most of them could not fly away and perished in the pot. In this way the gardener got rid of his enemies, the wasps.

37. Slow and Steady Wins the Race

One day a hare made fun of the short legs and slow pace of a tortoise. The tortoise felt annoyed and asked the hare to run a race with him. The hare felt sure that he could win the race, and agreed to the contest.



On the day appointed for the race, they both started together. The tortoise, without stopping for a moment, went on steadily and slowly until he reached the goal. The hare, knowing that he could get to the end of the course in a few leaps, lay down by the side of the road and

fell fast asleep. When he awoke he ran as fast as he could, but found that the tortoise had reached the goal before him, and was quietly resting.

38. The Dog in the Manger

A dog once jumped up into the manger of an ox. Soon after the ox entered it in order to eat his hay, but the dog would not let him in. The ox wished to know why the dog would not allow him to eat the hay, though the dog himself could not eat it. The ill-natured dog replied that just because he could not eat it himself he was not going to allow anybody else to do so.

Those who do not allow others to enjoy the things which are of no use to them, are very much like the dog in the manger.

39. Tit for Tat

A large dog and a donkey, carrying a basket of bread, were going together on a long journey. After they had travelled for some time they became very hungry, and the ass began to eat the grass that grew by the roadside. The dog, who could not eat grass, begged for a piece of bread from the basket on the donkey's back, but the donkey would not grant the request. Soon afterwards a wolf was seen coming towards them. The ass, trembling with great fear, begged the dog to stand by him. But the dog would not. He said that those who eat alone must also fight alone. With these words he went on his journey and left the ass to be devoured by the wolf.

40. The City Mouse and the Country Mouse

Once upon a time there were two mice, who were very great friends. One mouse lived in the country, the other in the city. The country mouse met the city mouse after many years, and invited the latter to come and spend a few days at his house in the country. So the city mouse accepted the invitation and went to meet his friend. The country mouse took him to his house in a field. He gave him the nicest things he could find to eat—fruits, nuts, and wheat, but the city mouse was not pleased. 'This food is not good, and your house is not good. Why do you live in a hole? You should come and live in the city. You would then have a nice house made of stone to live in, and

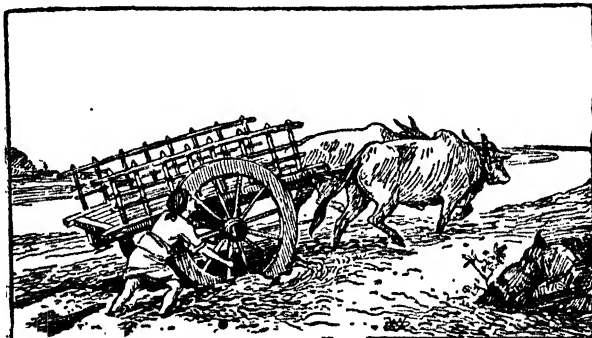
nice food—milk, bread and cheese—to eat. Do come and visit me at my house in the city.' The country mouse wanted to see the life in the city and went to his friend's place. It was a nice big house, and nice food was set ready for them to eat. But just as they were beginning to eat, they heard the dogs barking and rushing towards them. 'Run! Run! The big dog is coming!' said the city mouse, and away they scampered. After a while they came out and then the country mouse said to his friend, 'I do not like your life in the city. I prefer my hole to your stone house. It is better to be poor and happy, than to be rich and live in constant fear.'

41. The Wasp and the Bee

A wasp and a bee once met in a garden. It was not long before the wasp said to the bee, 'Tell me, if you please, why it is that men love you and hate me. We are both very much alike, we both have wings, we both love flowers, and, if any one tries to hurt us, we both sting.' The bee replied, 'I think I can tell you why. Men do not like you because you are of no use to them. You sting them, and very often for no reason. You do no good to anybody. But bees work all day long gathering honey which men prize very highly. If you were to do what we do, men would not hate you.'

42. Hanuman and the Cartman

A cartman was driving his heavy wooden cart along a muddy road when, all of a sudden, the wheels of the cart sank into the soft mud.



The cartman urged on the bullocks, but they could not draw the cart out of the rut. Upon this he fell down on his knees and prayed loudly to Hanuman, the god of strength, to come and help him. Hanuman appeared before the kneeling cartman and said to him, 'Do not kneel there, you lazy fellow, but get up and put your shoulders to the wheel, and you will be able to get your cart out of the mud. Help comes only to those who help themselves.' When the cartman followed this advice, he was able to get the wheels of his cart out of the mud.

43. A Candidate's Recommendations

A gentleman once advertised for a young clerk to assist him in his office, and nearly fifty applied for the place. He chose one, and sent the rest away. 'I should like to know,' said a friend, 'for what reasons you chose that boy. He brought no testimonials or recommendations with him.' 'You are mistaken,' said the gentleman, 'he had a great many. He wiped his feet when he came in, and closed the door after him, showing he was tidy and orderly. He picked up the book which I had purposely laid on the floor, and placed it on the table; while all the rest just stepped over it. He gave up his seat at once to that lame old man, showing that he was courteous. When I talked to him, I noticed that his clothes were carefully brushed, his hair in order and his appearance quite neat. When he wrote his name, I observed his finger-nails were clean. He waited quietly for his turn, instead of pushing the others aside. Don't you call these recommendations? I do.'

44. Disobedience Punished

Frederick the Great, King of Prussia, had passed strict orders on one occasion, when he was engaged in a war with the French, that all lights in his camp should be put out before a certain hour. Failure to obey it was to be punished with death. The king sometimes went round to see whether his orders were being carried out. One night he saw a light in one of the tents, and, entering it, found an officer sitting at a table writing a letter. Asked how he dared disobey the king's command, he said he had been busy writing a letter to his wife. The king thereupon ordered him to open his letter, and to add these words:— 'Before this letter reaches you, I shall have been shot for disobeying an order of the king.'

45. The Grasshopper and the Ant

A grasshopper lived in a sunny field. All through the rains and the harvest time she chatted with the bees, and sang, while the ant worked hard filling her nest with food for the winter.

'Plenty of time yet !' said the grasshopper, and kept on playing.

All of a sudden, the cold days of winter came, and the grasshopper could not go out into the fields, and she had nothing to eat. 'Never mind,' she said cheerfully. 'I will go to the ant and borrow a little grain. She must have plenty to eat.' She went to the ant's house and knocked at the door. The ant opened it just a little, for a cold wind was blowing at the time. 'We have been good neighbours for quite a long time, and I have come to ask if you will kindly lend me a little grain until the warm days come. If you don't, I shall die of hunger.'

'But what were you doing when we had the warm days? I worked hard for months together to get my grain.'

'Oh,' said the grasshopper, 'I made music for the bees while they worked.'

'Well, you had better go and dance for them now,' said the ant. So saying, she shut the door and left the grasshopper outside shivering in the cold with nothing to eat.

46. Strange Answers

The King of Prussia had a regiment of very tall soldiers of which he was very fond. Whenever a new man joined that regiment, the king used to ask him several questions, usually in the same order. He would ask, 'How old are you, my man?' Then he would ask, 'How long have you been in my service?' Last of all, he would ask, 'Are you satisfied with your food and quarters?'

A Frenchman who did not know German once enlisted in that famous regiment. His officer told him of the questions the king would put to him and the order in which they would be asked; and he taught him the answers to these questions. The Frenchman learned to say the answers to the three questions in German just as a parrot would say them, without understanding the questions to which they were the answers.

One day, the king came and, beckoning to the Frenchman, said, 'I haven't seen you before, my man. How long have you been in my service?'

He did not understand a word, but gave the first answer he had been taught, 'Thirty years.'

'What!' cried the king. 'How old are you then?' 'Three weeks,' answered the soldier.

'What!' thundered the king in a fury. 'Are you crazy, or am I?'

'Both,' answered the Frenchman quietly.

47. Varuna and the Woodman

One day a woodman, having dropped his axe into the water, sat down on the bank and began to cry.

Varuna, the God of Water, who was passing, asked why he wept. He told him of the loss of his axe, when Varuna plunged into the water, brought up a golden axe, and inquired whether it was his. The woodman said it was not his. Varuna dived into the water a second time, and this time came up with a silver axe. The woodman again said that it was not his. Varuna disappeared beneath the water a third time and this time brought up the axe which the woodman had lost. The woodman said this was his. Varuna was so pleased with the man's honesty that he gave him both the golden and silver axes in addition to his own.

A companion of the woodman, hearing of this, thought of securing the same good fortune for himself. So he ran to the river, threw his axe into the water, and sat down on the bank to weep. Varuna appeared as before and, having found out the cause of the woodman's grief, plunged into the river, and brought up a golden axe. The woodman seized it eagerly at once, and said it was the very one he had lost. Varuna, displeased at the man's dishonesty, not only did not give him the golden axe, but would not get him the axe he had thrown into the water.

48. Powers of Observation

A fakir once asked two merchants whom he met whether they had not lost a camel. They replied that they had. The fakir then asked whether the animal was not blind in his right eye and lame in his left

leg. The merchants replied that he was. Then the fakir asked whether the camel was not loaded with honey on one side, and wheat on the other. The merchants replied again that he certainly was and that, as he had lately seen the animal, he could probably conduct them to him. The fakir assured his friends that he had never seen their camel, nor ever heard of him but from them. They would not believe his story and accused him of the theft of the jewels which formed part of the camel's burden. As the fakir protested that he had seen neither the camel nor the jewels, they hurried him before the *cadi*. The judge was about to punish him, when the fakir thus addressed him very calmly, 'I am a fakir and live in the forest all by myself ; having no company, I have ample scope for observation. I saw on my way the track of a camel, and as there were no marks of human footsteps on the same route, I concluded it must have strayed away from its owner. I knew the animal was blind in one eye, because it had cropped the herbage only on one side of its path, and that it was lame in one leg because there was a faint impression of one foot on the sand. I learnt that it carried wheat on one side, and honey on the other, from the ants and the bees who were busy gathering the grains of wheat and drops of honey that had fallen along the road.' When the *cadi* heard this explanation, he was so pleased that he immediately set him free.

49. •Division of the Chase

A lion, a fox, and a wolf went out hunting together. They chased and caught an ass, a buck, and a hare. The three hunters stood round the dead animals, and the lion said to the wolf.

'Now, friend wolf, how are we to divide the game we have caught ? '

'Very simple,' said the wolf, 'You take the ass, let the fox take the hare, and I'll have the buck.' The lion did not like this advice and he struck him a violent blow on the head and killed him. He next turned to the fox and said, 'Now, my dear friend, what do you suggest ? '

'O sir,' said the fox making a low salaam, 'the matter is very easy. You should have the ass for the morning meal, the buck for the evening meal, and the hare in between as light refreshment.'

The lion was very pleased, and asked the fox who had taught him such wisdom and justice. 'I learned wisdom from yonder dead wolf,' said the fox.

50. A Brahmin Outwitted

A Brahmin once made a vow that he would sacrifice a sheep on a certain day, and on the morning of that day he went to buy one. Three rogues living in the neighbourhood who had heard of the vow, made a plan for profiting by it.

The first met him and said, 'O Maharaj, wilt thou buy a sheep? I have one for sale.' 'I come for that very purpose here to-day,' said the Brahmin.

The rogue opened a bag, and brought forth an ugly dog, lame and blind. Thereupon the Brahmin cried out in anger, 'Do you call that impure cur a sheep?' 'Truly,' answered the other, 'it is a sheep of the finest fleece, and of the sweetest flesh. O Maharaj, it will be a pleasing offering.'

'Either thou or I must be blind,' said the Brahmin. Just then one of the impostor's friends came up. 'How lucky that I have found just the kind of sheep I wanted! How much do you want for it?' said the second rogue.

When the Brahmin heard this, his mind began to waver, and he said to the newcomer, 'Sir, this is no sheep, but an unclean cur.'

'O Brahmin,' said the accomplice, 'you are surely mad.' Just then the third rogue appeared, and the Brahmin seeing him said, 'Let us ask this man what the creature is and I will stand by what he says.' The others agreed to this. 'Surely, O Brahmin,' said the rascal, 'it is a fine sheep.'

The Brahmin, believing he had lost his senses, paid the price asked for, and carried the dog to the place of sacrifice.

51. The Partridge and her Young Ones

A partridge had her nest in a wheat-field. She had four young ones just old enough to fly, when the owner of the field came to see whether the wheat was ready to cut. After seeing the crop he said, 'The wheat is getting ripe, and I must ask my neighbours to come and help me gather the harvest.' The young birds heard this and were very much frightened, but the mother-bird said to them, 'Do not be afraid, our nest will not yet be disturbed, for a man who only asked his neighbours to help him in the harvest is not in earnest.' A few days

later the owner came again, and, inspecting the crop, found that it was over-ripe. This time he said, 'I will come to-morrow with my labourers to gather this wheat.' When the partridge heard this, she said to her young ones, 'Now, my children, it is time for us to go; the man is in earnest this time, for he means to cut the wheat himself.'

52. How a King Fulfilled his Pledge

A Chinese emperor was informed that the people in one of the provinces of his empire had revolted against him. He thereupon said to his generals, 'Come, follow me, and we will quickly destroy them.' When he reached the province, the rebels surrendered to him, and begged for pardon. The generals now thought that the emperor would order a massacre of the captives; but they were surprised to find that the emperor began to treat them with great kindness. 'How!' cried the commander-in-chief, 'is this the way Your Majesty fulfils promises? Your royal word was given that you would destroy your enemies; and now we see that you have pardoned them all and treated many of them with gentleness and favour.' 'It is very true I promised to destroy my enemies; and have I not fulfilled my word? For see, these rebels are my enemies no longer—I have made *friends* of them.'

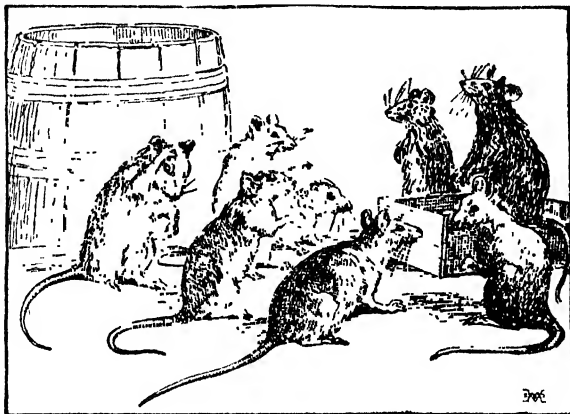
53. Two Friends and the Bear

Two friends were going through a forest. One of them said to the other, 'If any beast comes out from among the trees, I will stay with you and help you.' The other friend said, 'I will stand by you too, if any beast comes out at you.'

After a little time there was some noise, and a big bear came out from the trees. At once one of the friends, in great fear, climbed up a tree, and hid himself among the branches. The other, who was fat and unable to get up, threw himself on the ground, and pretended to be dead. He did this because he had heard that a bear would never touch a dead body. As he lay thus, the bear came up to him, then put its nose down and smelt him. The bear, supposing him to be dead, walked away. The other friend now came down from the tree, and said, 'What did the bear say to you when it put its mouth so near to your ear?' The friend answered, 'The bear said, "Do not go with friends who run away from you when you need their help most."'

54. Belling the Cat

A large colony of mice lived in a house. Their only enemy was a big, black cat. Even at night it was not safe for the mice to stir out of their holes in search of food, and they found it hard to get enough to eat.



One day the mice met together to try and find a way out of their difficulties.

'I will tell you what to do,' said a young mouse. 'Let us tie a bell round the cat's neck, so that we can always hear her coming.' The mice appeared to be quite pleased with this suggestion, until one old grey-whiskered mouse rose up and said, 'Your advice is very good, but who will bell the cat?' No one came forward to say he would.

Some things are easier said than done.

55. A Clever Donkey

A milkman in Spain used to carry his bottles on a donkey's back when he went round to his customers. Once he fell ill, and was not able to go on his usual rounds. He did not know what to do. He knew he would lose his customers if he failed to deliver the milk. He put bottles of milk into bags which hung at the animal's sides, and sent her off by herself. The donkey trotted through the town as usual. She stopped at the customers' houses, and pulled the door-bells with her teeth, and then

waited until the people had helped themselves and returned the empty bottles. She did not miss a single customer. When all the customers had been served, she set off for home again. The milkman was anxiously waiting for her, and when she returned found that all the milk had been delivered and that not a single bottle was broken or missing.

56. A Giant's Respect for the Ploughman and the Plough

Once upon a time there lived a giant on the top of a hill. At the foot of this hill was a village where lived men with their cattle. One day the giant's daughter, who had gone to play in the valley below, came running to her father holding in her hands something alive and moving. It was a ploughman with the two oxen that drew the plough. 'See father!' she said, 'what a pretty plaything I have found!' The father looked gravely at the man, the oxen, and the plough. 'My daughter,' he said, 'this is no toy. He is a little worker, and without him and his plough and oxen, neither men nor giants would have food. We all depend for food on the labour of that little man who tills the fields. Respect the ploughman and his plough, my child, and take them back carefully, and place them again in the valley where you found them.'

57. Two Rival Painters

There were two very famous painters in Bengal. One of them was called Arbindo, and the other Naresh. As a trial of skill these two artists painted two pictures. The one which Arbindo painted represented a bunch of grapes, and was so true to life that birds actually flew to it and pecked at it. Arbindo naturally felt proud that his painting had deceived birds, and was very confident that his rival would never be able to surpass his skill. He now asked Naresh to draw aside the curtain which concealed his picture so that he might be able to see what its subject was. But the painting of Naresh was the curtain itself, and Arbindo was now obliged to acknowledge that he had lost the contest. He had, it is true, been able to deceive birds, but his rival had deceived an artist.

58. George Washington and a Corporal

In the American War of Independence, a corporal and a party of soldiers were told off to raise a heavy beam for some work that was

under construction. The soldiers were too few for the job ; but the corporal, full of his dignity, did nothing but stand by and give orders. Presently a gentleman rode up to the party. 'Hullo !' he said to the corporal, 'Why don't you lend a hand to get that beam up ?' 'Don't you see I am a corporal ?' was the haughty reply. 'Are you ?' said the officer, who then alighted from his horse, and joined the men. He worked till the sweat streamed down his face. When the beam had been raised and put in its place, he turned to the corporal, and made him a low bow. 'Good day, Mr. Corporal. Next time you have too few men for this kind of work, send for the commander-in-chief. I shall be happy to help you again.' It was George Washington himself.

59. Socrates and his Calm Temper

Socrates, the great Greek philosopher, tried hard to control himself and was resolved never to make a show of his temper. He believed that an angry man was more of a beast than a human being. He had a wife who used to lose her temper on the slightest excuse and tried her utmost to irritate the cool and calm philosopher. One day the woman became more furious than ever, and began to insult Socrates. Socrates, determined not to be put out and to leave her alone, went and sat on the doorstep of his house, looking out on the public street. The wife, finding that Socrates was not paying the least heed to her loud and angry scolding, went up to him and emptied a basinful of water over him. The passers-by in the street were much amused at the incident, and Socrates joined with them in their laughter, and quietly remarked, 'I was expecting this ; after thunder comes rain.'

60. Sir Isaac Newton and his Dog

Sir Isaac Newton, the great philosopher, had such a cool and even temper that no incident could disturb it. Sir Isaac had a favourite little dog which he called Diamond. One evening, being called out of his study into the next room, he left the dog behind. When Sir Isaac returned after a few minutes' absence, he found to his great sorrow that Diamond had overturned a lighted candle among some papers which contained the nearly finished labours of many years, but which were now reduced to ashes. Newton was then advanced in years, and he could never hope to reproduce the results of his life-long labour.

Instead of punishing the dog that had caused such a loss, he controlled his anger and said in a sorrowful but quiet tone, 'O Diamond, Diamond, little do you know the mischief you have done !'

61. A Merchant's Honesty

A London merchant, when he was staying with a friend, happened to mention to him that he intended to buy a ticket in a lottery the next year. His friend desired him to buy one for him at the same time, which the latter said he would do most willingly. The conversation then turned to other matters, the ticket never arrived, and the whole affair was entirely forgotten. One day long afterwards, the friend received a letter telling him that the ticket purchased for him had won a prize of £20,000. Upon his arrival in London, he inquired of the merchant, his friend, where he had put the ticket, and why he had not informed him that it had been purchased. 'I bought them both the same day, mine and yours, and flung them into a drawer of my writing-table,' said he, 'and I never thought of them afterwards.' 'But how do you distinguish one ticket from the other? and why do you consider me the holder of the lucky ticket more than you?' asked the friend. 'Why, at the time I put them into the drawer, I put a little mark in ink upon the ticket which I resolved should be yours, and upon re-opening the drawer I found that the one so marked was the fortunate ticket.'

62. Honesty is the Best Policy

There lived in a village a poor but worthy farmer who had to support himself, a wife and seven children on the returns of his small farm. One day, when walking through the fields and thinking of how he could add to his small income, he found a purse of gold which had been dropped by some passer-by. He carried it home and showed it to his wife, who advised him to use it or at least part of it in helping them out of their difficulties. The honest farmer reminded his wife that honesty was the best policy, and refused to use any of the money until he had done his best to discover its owner. After a short time he found out that the purse belonged to a wealthy zemindar who lived in the neighbourhood and restored it to him, receiving no other reward than the thanks of the owner. When the farmer's wife heard of the way her husband had been treated, she reproached him for his

over-scrupulous honesty. The man only kept on saying, 'Honesty is the best policy.'

A few months afterwards, the poor but honest farmer received an invitation to dine with the zemindar whose money he had found. After entertaining him, the zemindar gave him a reward of Rs. 200 and told his guest that because of his honesty he had appointed him the overseer of his lands on a good salary. The overjoyed farmer thanked his benefactor and returned with joy to his wife and children to tell them how he had been so well rewarded. His wife was now convinced that after all honesty is the best policy.

63. The Wise Vizier

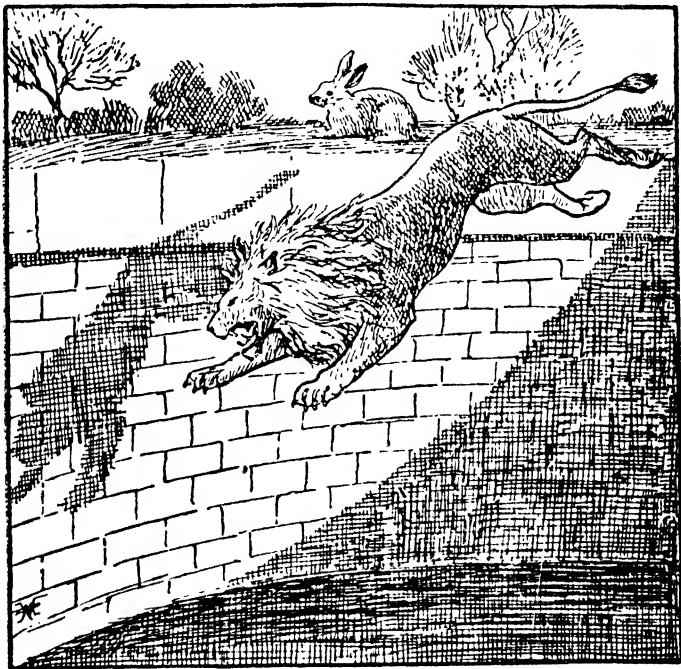
Sultan Mahmud of Ghazni used to oppress his people at home and wage wars abroad. Most of his dominions were desolate in consequence. Upon this his vizier, who was a good man, thought of a plan to make the king a better ruler. He told him that he had learnt from a holy fakir how to understand the language of birds.

One day, when the king and his vizier were returning from the chase, they heard two owls hooting from a leafless tree on the road. The king noticing this asked the vizier to tell him all that they were saying. The vizier pretended to be listening to the birds for some time, and then told the king that what he had heard was not fit for His Majesty's ears. The king was thereupon all the more anxious to learn what the birds were saying. The vizier then said that the two owls, one of whom had a son, and the other a daughter, were negotiating a marriage between the two. The former said to the latter, 'Then will you be able to give to your daughter fifty ruined villages as her dowry?' The latter replied, 'While our Sultan, by the grace of the Almighty, is our ruler, can there be a dearth of ruined villages? I could have given you a hundred easily if you had asked for as many.' When the Sultan heard this, he was very much grieved at heart. He had all the ruined villages reconstructed, and ever after ruled his subjects well and made them prosperous.

64. The Lion and the Hare

In the Gir forest lived a lion who was in the habit of hunting and devouring the beasts in that forest. To rid themselves of their constant fear of the lion, all the animals of that part met and proposed to

supply him with one of their number each day, provided he would no longer chase them. The lion agreed to this arrangement, and the animals sent one of their number each day at a fixed hour to be devoured by him. In course of time, it fell to the lot of the hare to be sent to the lion. The sly hare did not, of course, like the idea of being eaten up by the lion ; he walked slowly along to the lion's den and on



his way thought out a plan by which he could put an end to the lion and save his own life. He reached the lion long after the usual hour. The lion, angry at the late arrival of the hare, asked for an explanation. ' Sir, another hare had been sent under my charge for your meal to-day, but on the way I met another lion who snatched him from me, and I have come running to tell you of this,' said the hare. The lion was enraged at hearing there was a rival lion in the forest and forthwith

ordered the hare to show him the way to his enemy. The cunning hare took the lion to the side of a well, and told him that the lion was in it. Looking down the well, he saw a reflection of his angry self in the water below and, mistaking it for another lion, he at once jumped into the well and was heard of no more, to the great relief of the hare and the other animals in the forest.

65. A Sad Story

There lived a sage in days of yore,
And he a handsome pigtail wore ;
But wondered much, and sorrowed more,
Because it hung behind him.

He mused upon this curious case,
And swore he'd change the pigtail's place,
And have it hanging at his face,
Not dangling there behind him.

Says he, ' The mystery I've found,—
I'll turn me round,'—he turned him round ;
But still it hung behind him.

Then round and round, and out and in,
All day the puzzled sage did spin ;
In vain—it mattered not a pin—
The pigtail hung behind him.

And right and left, and round about,
And up and down and in and out
He turned ; but still the pigtail stout
Hung steadily behind him.

And though his efforts never slack,
And though he twist, and twirl, and tack,
Alas ! still faithful to his back,
The pigtail hangs behind him.

THACKERAY

66. The Little Fish

‘ Dear mother,’ said a little fish,
‘ Pray, is not that a fly ?
I’m very hungry, and I wish
You’d let me go and try.’

‘ Sweet innocent,’ the mother cried,
And started from her nook,
‘ That horrid fly is put to hide
The sharpness of a hook.’

Now, as I’ve heard, this little trout
Was young and foolish too ;
And so he thought he’d venture out
And see if it were true.

And round about the hook he played,
With many a longing look ;
And—‘ Dear me,’ to himself he said,
‘ I’m sure that’s not a hook.

‘ I can but give one little pluck :
Let’s see, and so I will.’
And so he went, and lo ! it stuck
Quite through his little gill.

And as he faint and fainter grew,
With mellow voice he cried :
‘ Dear mother, had I minded you,
I need not now have died.’

67. The Snuff-Boxes

A village pedagogue announced one day
Unto his pupils, that Inspector A
Was coming to examine them. Quoth he :
‘ If he should try you in Geography,

Most likely he will ask—"What's the earth's shape?"
 Then, if you feel as stupid as an ape,
 Just look at me: my snuff-box I will show,
 Which will remind you it is round, you know.'

Now, the sagacious master, I declare,
 Had two snuff-boxes—one round, t'other square;
 The square he carried through the week, the round
 On Sundays only.

Hark! a footstep's sound!
 'Tis the Inspector. 'What's the earth's shape, lad?'
 Addressing one by name. The latter, glad
 To have his memory helped, looked at the master;
 When, piteous to relate, O, sad disaster!
 The pupil without hesitation says:
 'Round, sir, on Sundays, square on other days.'

ANONYMOUS

68. Which Loved Best?

'I love you, mother,' said little John;
 Then forgetting his word, his cap went on,
 And he was off to the garden swing,
 Leaving his mother the wood to bring.

'I love you, mother,' said little Nell,
 'I love you better than tongue can tell.'
 Then she teased and pouted half the day,
 Till mother rejoiced when she went to play.

'I love you, mother,' said little Fan,
 'To-day I'll help you all I can.'
 To the cradle then she did softly creep,
 And rocked the babe till it fell asleep.

Then stepping softly she took the broom
And swept the floor and dusted the room,
Busy and happy all day was she,
Helpful and cheerful as child can be.

'I love you, mother,' again they said,
Three little children going to bed.
How do you think the mother guessed
Which of them really loved the best ?

69. Haroun Al Raschid

One day, Haroun Al Raschid read
A book wherein the poet said :
'Where are those kings, and where the rest
Of those who once the world possessed ?
They are gone with all their pomp and show,
They're gone the way that thou shalt go.
O thou who choosest for thy share
The world, and what the world calls fair,
Take all that it can give or lend,
But know that death is at the end.'
Haroun Al Raschid bowed his head :
Tears fell upon the page he read.

LONGFELLOW

70. Abou Ben Adhem

Abou Ben Adhem (may his tribe increase)
Awoke one night from a deep dream of peace,
And saw within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold,
And to the presence in the room he said,
'What writest thou ?'—The vision raised its head,
And, with a look made of all sweet accord,

Answered, 'The names of those who love the Lord.'
'And is mine one?' said Abou. 'Nay, not so,'
Replied the angel. Abou spoke more low,
But cheerly still, and said, 'I pray thee then,
Write me as one that loves his fellow men.'
The angel wrote, and vanish'd. The next night
It came again with a great wakening light,
And show'd the names whom love of God had bless'd.
And lo! Ben Adhem's name led all the rest.

LEIGH HUNT

IV

EXPANSION OF STORY OUTLINES

You will now learn to build up a story from given hints or outlines.

1. Whenever the mere outline of a complete story is given, it is best to keep as closely as possible to the sketch provided.
2. Connect every part of the story in a natural way.
3. An outline of a story is just like a skeleton. It has to be clothed in the 'flesh and blood' of your story and language. In doing so you will have the chance of exercising your own fancy, and bringing in whatever you think necessary to make up a good tale which is in keeping with the outline.
4. When conversation in the direct form is introduced in your composition, make it lively, natural, and interesting.
5. A story pleases most when it ends in a way which one had hardly expected. One must, therefore, aim at making the conclusion of a story striking and surprising.
6. If you have to give a title to the story, you can name it (a) after the main persons, objects, or incidents in the story, or (b) after some saying or proverb illustrated by the story.

V

STORY OUTLINES FOR EXPANSION

Build up stories from the hints and outlines given below :—

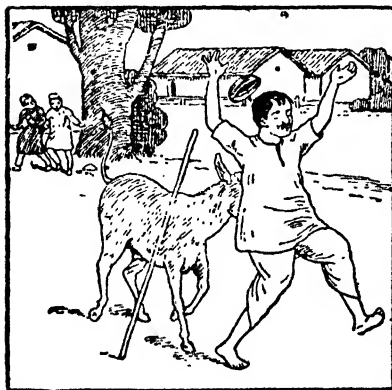
1. A Good Turn



(1) A blind man groping along the road—two girl guides passing that way—



(2) naughty boys chasing a donkey—



(3) The donkey knocks down the man—



(4) Girl guides return to help—



(5) First aid—



(6) A policeman on the



(7) The guides explain—



(8) What happens to the boys.

2. You Cannot Please Everybody



(1) A man and his son lead their donkey to a fair—



(2) Some men point at them—why?—the old man now makes the boy ride the donkey—



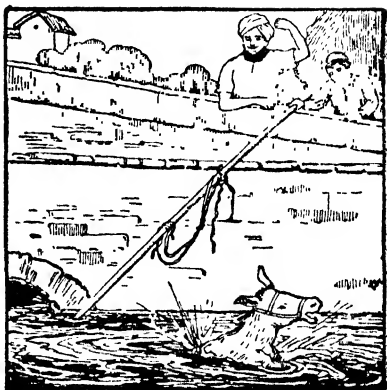
(3) They pass another group of men—their remarks—



(4) What the father then does



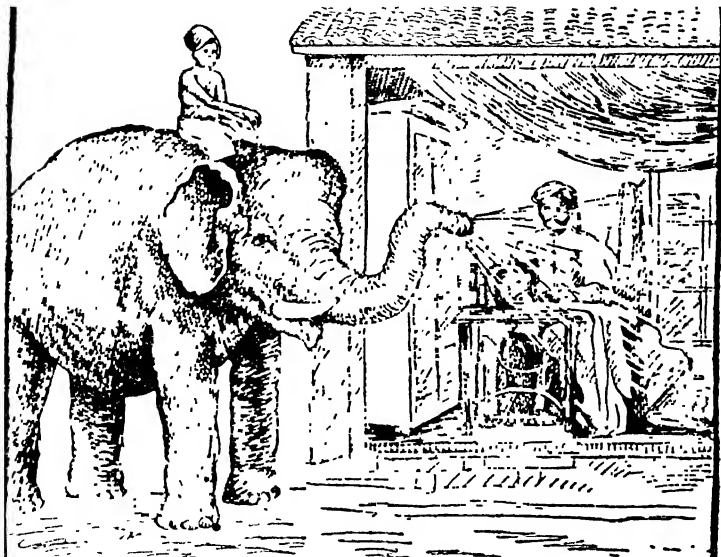
(5) And some more men pass by—
their comments—how father and son
act then—



(6) The bridge on the way, and
what happens there.

3. A boy fishing—a child playing near by falls into the lake—the boy plunges into the water—rescues the child.
4. Frogs in a pond pray to Indra for a king—Indra throws a log of wood—frogs terrified at first but then disappointed—why?—pray again to Indra—Indra sends a stork—how the stork rules—the result.
5. A fox falls into a well—a thirsty goat comes to the well—fox invites goat to have a drink of the fresh water—the foolish goat jumps in—fox proposes to step on the goat's back and jump off—promises to draw out goat afterwards—the goat agrees—the fox's treachery—the goat's fate.
6. A fisherman snares a very young fish—the fish begs to be set free—promises to return when big and fully grown—the fisherman's reply—'one in the hand is worth two in the sea'.

7. A king's elephant daily goes to the river past a tailor's shop—tailor often gives fruit—one day he sticks a needle in the fruit—following day elephant fills trunk with dirty water and—the result.



8. An old man on his death-bed presented a wooden idol to his son—asked him to worship it—died—the son obeyed for years—no reward or blessings—impatient—dashed the idol against a stone—gold and jewels !
9. A bell tied to a sunken rock to warn mariners—a pirate chief cuts off the bell—some time after the pirate's ship strikes against that rock and is wrecked—the moral.
10. A washerman had an ass and a puppy—the pup played with its master, sat in his lap, took pieces of bread from him, and became a great favourite—the ass jealous—wished to be similarly treated—rushed to sit in master's lap—brayed aloud—the favours that it received.

11. A tamarind tree said one day to a reed, 'Nature has been unkind to you; the slightest breeze forces you to bend your head; I can resist the biggest storm.' The reed replied, 'I have less to fear than you. I can bend without breaking.' Just then a violent storm—tamarind tree uprooted—reed unhurt.
12. Rama sees a bottle in his father's bedroom; thinks it full of syrup—when father goes out, climbs on to a chair, takes down the bottle, and swallows the contents—the bottle contains medicine—Rama ill for several days.
13. An old man—three sons—divides property among them—a jewel set aside 'For him who does the noblest act'—one son goes to earn his living and returns with a fortune—the second makes pilgrimages to holy places—the third saves his enemy's life (how?)—the result.
14. A slave escapes to the forest—sees a lion with a swollen paw, approaches it, removes thorn from the paw and then goes his way—he is arrested and taken before the



king—by the king's order, a lion is let loose on him—the lion rushes at him, then licks his feet—the spectators amazed—the slave's explanation—the king sets him free.

15. A boy steals a wrist watch from a neighbour—offers it to his sister—their conversation—sister's reproof and advice to restore watch—the boy afraid—sister undertakes task—goes to neighbour's with the watch—detected and placed before a judge—the brother turns up—confesses—the judge pardons brother and praises sister.
16. A lovely mango garden—naughty boy—temptation—feasts—owner—fright—flight—hot pursuit—a cottager on the way—request—hides in hut—owner on the scene— inquiry—cottager's 'No' with finger towards hut—boy notices—owner does not, and leaves—boy walks off without thanking—cottager's reproach—sharp reply.
17. A man loses his donkey—his friends search far and wide—the donkey not found—they return—the owner smiling and cheerful—they ask why?—donkey found?—'No, but I am glad that I did not ride the donkey, otherwise I too should have been lost.'
18. Rama holds out a piece of bread to his dog—as the dog jumps forward to take it, Rama hits him with his stick—at this moment Rama's uncle arrives, holding a present for his nephew—what follows?
19. A dog with a piece of meat in its mouth—crossing a river—sees its shadow—mistakes it for another dog with a bigger bit—drops his to snatch at what was a shadow—moral.
20. A snake frozen by the cold—found by a villager—takes it home—warms it near the fire—snake then darts at children—its fate.

CHAPTER XV

PRÉCIS-WRITING

The summary (or *précis*, as it is sometimes called) of any writing is the shortened form of that writing. All unnecessary details are left out from such a summary or *précis*.

I

HOW TO SUMMARIZE A GIVEN PASSAGE

1. **Read** the passage carefully, and understand it as a whole.
2. **Note** and if necessary mark off the number and order of the main points in the passage.
3. **Express** in brief what is said on each point.
 - (i) Avoid repetitions even when they are found in the passage given.
 - (ii) Say in brief and simple form whatever is said in difficult or high-flown language.
 - (iii) What is said in the given passage in poetic language should be expressed in simple prose.
 - (iv) Let your summary be about one-third the length of the passage. (If you are asked to give the summary in a certain number of words or lines, then, of course, observe that limit.)
4. **Revise** your draft ; if necessary, make changes to connect the different points in your draft so as to make smooth reading.
5. **Then make a fair copy.**
6. If the given passage has no **heading** one should be supplied to the summary.

Examples

Let us take a passage and attempt its *précis*.

Conduct towards Animals

There are many harmless little animals, such as flies, snails, worms, and frogs, which some people torture and kill whenever they see them.

We ought not to do so, because it is wrong to cause unnecessary pain to any creature. Besides, from being cruel to little animals, we are led to become cruel to our fellow-creatures, and thus by and by to do very wicked deeds. When we are tempted to hurt or kill any such creatures, we should consider how we should like it if any being greater than ourselves were to do the same to us.

Let us summarize the above passage, following the hints already given.

1. Read and understand the passage.
2. Mark off the main points in the passage, thus :
 - (i) There are many.....they see them.
 - (ii) We ought not.....wicked deeds.
 - (iii) When we are.....same to us.
3. We can express briefly these three ideas as follows :
 - (i) Some people torture and kill harmless little animals.
 - (ii) Causing pain to any creature is wrong and may lead to cruelty and wickedness.
 - (iii) We should consider how we should like to be treated in the same way.

4 and 5. When we have revised and made a fair copy, the précis will read as follows : •

Conduct towards Animals

Some people torture and kill harmless little animals. Causing pain to any creature, however, is wrong, and may make us cruel and wicked. Besides, we should consider how we should like to be treated in the same way.

Here is another passage (in verse) together with its summary.

Kindness to Animals

Little children, never give
Pain to things that feel and live :
Never hurt the timid hare
Peeping from her green, grass lair,

Let her come and sport and play
On the lawn at close of day.
The little lark goes soaring high
To the bright windows of the sky,
Singing as if 'twere always Spring.
And fluttering on an untired wing,—
Oh ! let him sing his happy song,
Nor do these gentle creatures wrong.

ANONYMOUS

PRÉCIS

Kindness to Animals

Children should not hurt animals. They should let animals like the hare play freely in the fields and allow birds like the lark to fly and sing merrily.

II

PASSAGES FOR PRÉCIS-WRITING

1. The Ant

The ant is one of the most wonderful of insects, if not of all living things, by reason of its intelligence, strength and skill. Although some kinds do very great damage, such as the white ant, this insect is a good friend to mankind in doing scavenger work and removing matter which would decay and be injurious to health. With a little care we can guard against the damage done by ants, and so obtain nothing but good from their work.

2. Coal

Tracts of land from which coal is obtained are called coal-fields. These coal-fields are not on the surface of the earth, like fields of rice or wheat, but at some depth below it. They consist of layers or beds, which run under the ground. When a layer of this kind has been opened, the opening is called a mine ; and hence coal is classed as a

mineral. India possesses many coal-fields, but much fewer and smaller than those of England in proportion to the size of the country. The coal too is of inferior quality. It is devoid of gas, and gives a less lively flame in consequence ; and it leaves a much larger amount of ash when it is burnt.

3. Truth

Do not let us lie at all. Do not think of one falsehood as harmless, and another as slight, and another as unintended. Cast them all aside ; it is better that our hearts should be swept clean of them, without debating as to which is largest or blackest.

4. Observation

To be always observing attentively what is passing around them is one of the means by which men improve their circumstances. No man can learn at school, or from books, all that he needs to know. In order to attain a knowledge of the characters of our neighbours, of the ways of the world in general, and of a great multitude of things peculiar to every place, all of which kinds of knowledge are necessary to us, we must observe attentively and ponder those things as they daily present themselves to our notice.

5. Self-Reliance

It is of importance for young persons that they should accustom themselves from their earliest years to trust as little as possible to others for what they need. They should learn to put on their own clothes, to wash themselves, to make their food with their own hands, and not to expect that their mothers or servants will always do these things for them. They should learn to read, to write, to cast accounts, and should store their minds with knowledge in order that they may be able, as soon as possible, to go into the world and earn their own bread.

6. A Wish

Like my little garden
May I grow sweet and fair ;
With kindly words and action
For every one to spare ;
May the good seed flourish well
In my little heart,
And all the vain and wicked thoughts
Like evil weeds depart.

7. Small Beginnings

We need not be ashamed to learn,
And our first efforts show ;
For in this world from little things
The greatest often grow.

There's not a learned sage that lives,
Whatever his degree,
Who did not at first begin
With simple A B C.

8. Little by Little

'Little by little,' said a thoughtful boy,
'Moment by moment I will employ,
Learning a little every day,
And not spending all my time in play ;
And still this rule in my mind shall dwell
Whatever I do, I will do it well.
Little by little I'll learn to know
The treasured wisdom of long ago.
And one of these days perhaps will see
That the world will be the better for me.'

9. The Little Plant

In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.

'Wake,' said the sunshine,
'And creep to the light.'
'Wake,' said the voice
Of the raindrops bright.

The little plant heard,
And it rose to see
What the wonderful
Outside world might be.

KATE L. BROWN

. 10. The Bees

So work the honey bees,
Creatures that by a rule in nature teach
The act of order to a peopled kingdom.
They have a king, and officers of sorts ;
Where some, like magistrates, correct at home,
Others, like merchants, venture trade abroad,
Others, like soldiers, armèd in their stings,
Make boot upon the summer's velvet buds ;
Which pillage they with merry march bring home
To the tent royal of their emperor ;
Who, busied in his majesty, surveys
The singing masons building roofs of gold.

SHAKESPEARE

CHAPTER XVI

PARAPHRASE

To paraphrase a given passage means to reproduce the thoughts or statements in it in our own language.

Paraphrase is not summary ; neither is it expansion. No thought or statement in the given passage can be left out in the paraphrase, and no new thought or statement can be added. **Paraphrase reproduces** every part of the original passage in another way : the same ideas are expressed in different language.

I

HOW TO PARAPHRASE A GIVEN PASSAGE

1. Read and understand the passage.

Make sure that you understand fully each word and construction in the passage, and its exact meaning in the context.

2. **Note**, and if possible mark off, the different statements made in the passage. Attend to the *ideas* and *information* in the passage more than to the expressions.

3. **Reproduce** each such statement clearly, changing the construction as much as possible.

To do this, you may find it convenient to :—

- i. use common words for uncommon or poetic expressions ;
- ii. use the active voice in place of the passive and vice versa ;
- iii. use declarative sentences in place of interrogative and exclamatory ones ;
- iv. use the direct construction in place of the indirect and vice versa ;

- v. use negative sentences in place of affirmative ones and vice versa ;
 - vi. use a clause in place of a word or phrase and change the kind of sentence, e.g. from simple to complex or double, and so on ;
 - vii. change the relation of the clauses, e.g. turn a principal clause into a subordinate (or co-ordinate) clause, and vice versa ;
 - viii. join together in one sentence or construction what is said in two or more sentences ;
 - ix. break up long sentences into two or more short sentences.
4. **Revise your draft ;** if necessary, make suitable changes to connect the different parts of your draft so as to make smooth and easy reading.
5. **Make a fair copy.**

Don't !

- i. Don't leave out any idea found in the original passage.
- ii. Don't add any new idea of your own.
- iii. Don't put a different idea in place of the one in the passage.
- iv. Don't merely put other dictionary words in place of words in the passage.
- v. Don't use any word the use or meaning of which you do not know.
- vi. Don't hesitate to use in your exercise a word or phrase already used in the passage if you can't find a satisfactory substitute for it.
- vii. Don't turn a simple and clear statement into a difficult and confused one.

Examples

1. No Gains without Pains

In this life there are no gains without pains. Life, indeed, would be dull if there were no difficulties. Games lose their zest if there is

no real struggle, if the result is a foregone conclusion. Both winner and loser enjoy a game most if it is closely contested to the last. No victory is a real triumph unless the foe is worthy of the steel. Whether we like it or not, life is one continuous competitive examination.

PARAPHRASE

Nothing good can be had in the world without hard struggle. It is the constant struggle that makes life full of interest. Take games for example : if the result of a game is practically certain and known even before the contest, that game can have no excitement for us. The people playing the game can derive pleasure from it only if there is competition. Unless the contesting sides are well matched, the winning or losing of the game has no meaning. Although we may dislike the idea, life is a constant struggle.

2. Contentment

Remote from cities lived a swain,
Unvexed with all the cares of gain.
His head was silvered o'er with age,
And long experience made him sage.
In summer's heat and winter's cold,
He fed his flock and penn'd the fold.
His hours in cheerful labour flew,
Nor envy nor ambition knew :
His wisdom and his honest fame
Through all the country raised his name.

GOLDSMITH

PARAPHRASE

There once lived in the country a simple old peasant, who was never troubled by the anxiety to become rich. On account of his great age his hair had turned silver-white, and he had acquired great wisdom by experience. He tended his flocks and guarded them in the sheep-fold through every season of the year. He thus passed his life of labour

in happiness and contentment, without envying anybody, so that he was respected in the whole countryside for his wisdom and honesty.

II

PASSAGES FOR PARAPHRASING

1. Books

Except a living man, there is nothing more wonderful than a book—a message to us from the dead—from human souls whom we never saw, who lived perhaps thousands of miles away ; and yet they, on those little sheets of paper, speak to us, amuse us, enliven us, teach us, comfort us, open their hearts to us as brothers. I say we ought to reverence books, to look on them as useful and mighty things.

2. Beasts of Prey

Beasts of prey seldom devour each other, nor can anything but the greatest hunger induce them to do so. What they chiefly seek after is the deer or the goat, those harmless creatures, that seem made to embellish nature. These are either pursued or surprised, and afford the most agreeable repast to their destroyers. The most usual method with even the fiercest animals is to hide or crouch near some path frequented by their prey, or some water where cattle come to drink, and seize them at once with a bound.

3. Thinking too highly of one's own Opinions

We ought to check the disposition to think too highly of our own opinions, and too humbly of those of others. Our neighbours may think rightly, though their opinions appear to us absurd ; and our own opinions may be wrong, though to us they appear right. Every man is but one out of millions, each of whom has his own peculiar opinions, and each of whom is as much entitled to think himself right as another. It is a great point for anyone to attain, to know and act as one who knows that he may possibly be in the wrong.

4. Thirst for Knowledge

When a child first begins to take notice of the world into which he has been born, his speech consists almost wholly of questions. Why?—who?—which?—what?—so every sentence begins; for all around him, he sees wonder upon wonder, and he longs to understand fully everything he sees. As he grows older, however, he finds out that no one in a lifetime can learn all he wishes to know. The greatest scholars, the wisest philosophers, the keenest scientists are all children in the school of life; each adding to the sum of what is already known, and each passing away with many of life's mysteries still unexplained. Yet this thirst for knowledge is one of man's noblest traits and has led him on, step by step, to wondrous heights.

5. Friendship

We must be as careful to keep friends as to make them. And when you have made a friend, keep him. Remember that thorns and brushwood obstruct the road which no one treads. Remember also that friendship does not confer any privilege to make ourselves disagreeable. Some people never seem to appreciate their friends till they have lost them. Death, however, has no power to sever true friendship. If we choose our friends for what they are, not for what they have, and if we deserve so great a blessing, then they will be always with us, preserved in absence, and even after death, in the amber of memory.

6. Lives of Great Men

Lives of great men all remind us,
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.

Footprints that perhaps another
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

LONGFELLOW

7. How fair is the Rose !

How fair is the rose ! What a beautiful flower !
The glory of April and May !
But the leaves are beginning to fade in an hour,
And they wither and die in a day.

So frail is the youth and beauty of men,
Though they bloom and look gay like the rose.
But all our fond care to preserve them is vain ;
Time kills them as fast as he goes.

ISAAC WATTS

8. Labour

Nature expects mankind should share
The duties of the public care.

Who's born for sloth ? To some we find
The ploughshare's annual toil assigned ;

Some at the sounding anvil glow ;
Some the swift-gliding shuttle throw ;

Some, studious of the wind and tide,
From pole to pole our commerce guide ;

Some, taught by industry, impart
With hands and feet the works of art,

While some, of genius more refined,
With head and tongue assist mankind.

Each, aiming at one common end,
Proves to the whole a needful friend.

Thus, born each other's useful aid,
By turns are obligations paid.

GAY

9. My Good Right Hand

I fell into grief, and began to complain ;
I looked for a friend, but I sought him in vain ;
Companions were shy, and acquaintances cold,
They gave me good counsel, but dreaded their gold.
' Let them go,' I exclaimed : ' I've a friend at my side,
To lift me, and aid me, whatever betide.
To trust to the world is to build on the sand :
I'll trust but in Heaven and my good Right Hand.'

My courage revived, in my fortune's despite,
And my hand was as strong as my spirit was light ;
It raised me from sorrow, it saved me from pain :
It fed me, and clad me, again and again.
The friends who had left me came back every one,
And darkest advisers looked bright as the sun—
I need them no more, as they all understand—
I thank thee, I trust thee, my good Right Hand.

C. MACKAY

10. The Angels

'Tis said that angels walk the earth—
I'm sure it must be so—
When round our path, scarce seen by us,
Such bright things come and go.

Are there not beings by our side
As fair as angels are,
As pure, as stainless, as the forms
That dwell beyond the star ?

Yes ! there are angels of the earth,
Pure, innocent, and mild,
The angels of our hearts and homes,
Each loved and loving child.

J. E. CARPENTER

CHAPTER XVII

THE UNDERSTANDING AND ENJOYMENT OF POETRY

Poetry differs from Prose. Poetry is almost always written in verse, i.e. in lines written and arranged according to certain rules of measure and proportion.

The lines in a poem are so composed as to have a kind of **music**. If we recite a good poem, we feel that the sounds rise and fall at intervals. Such a repeated rise and fall in the flow of the recitation pleases our ears in the same way as does a song.

Another point about poetry is that it is full of **feeling**. A poet usually has deep feelings—they may be of love, hate, joy, grief, wonder, surprise or any other emotion—towards the person or thing about which he is writing ; and he wishes us to have similar feelings when we read his poem.

Then you expect from a poet a much more **exact description** of what he sees and feels than you expect from a prose-writer. A poet has to choose his words more carefully, and by his choice of the significant aspects of a scene, he often paints accurate and striking word-pictures.

A fourth thing about poetry is that it is full of **imagination**. You know perhaps that some poets are often child-like in having fanciful ideas. One poet sees dew-drops and fancies them to be diamonds. Another sees stars in the sky and thinks of them as doves in a forest. You will read of these and many other examples of a poet's imagination in the poems that follow.

The following few hints will help you to understand and enjoy a poem :—

1. Find out what the poem is about or what is the subject-matter of the poem.
2. Then by reading the poem aloud—and, you may have to do this several times—try to feel and enjoy the music in the poem. In some cases you may be able to point out by what trick of word-arrangement the poet produces the music.

3. Find out if there are any 'word-pictures' in the poem. Like painters, poets too sometimes suggest the *size*, *shape*, *colour*, *position* and *movements* of objects so clearly that you cannot fail to notice such pictures hidden in the lines of poems.

These are only some of the points of interest in a poem. There are many more, as you will find out as you proceed.

Only after eating a mango can you know how delicious it is ; only after smelling a rose can you know what sweet scent it gives out : no amount of description by others could have given you any idea of the pleasure they could provide. Just so, you can know of the sweetness of a poem by your own effort only—no amount of hints or advice can help you very much to *enjoy* poetry.

POEMS TO LEARN AND ENJOY

(WITH QUESTIONS AND EXERCISES)

1. Diamonds

A million little diamonds
Twinkled on the trees ;
And all the little maidens said,
' A jewel, if you please ! '

But when they held their hands outstretched
To catch the diamonds gay,
A million little sunbeams came,
And stole them all away.

MARY F. BUTTS

In this poem you have a pretty picture of children standing beneath a dew-drenched tree which glitters in the early morning sunshine. The poetess (for it was a woman who wrote this) thinks how like the drops of water on the leaves are to sparkling diamonds. But instead of saying 'The dew-drops were like diamonds', she actually says 'Diamonds twinkled in the trees': thus the reader sees first diamonds and only afterwards realizes they are really dew-drops. He admires

and wonders at bright, precious things hanging on common trees. Without a poet to light up his imagination, the reader would have seen only dew on the trees, an everyday sight which would not move him either to admiration or wonder. The poet sees beauty where other men do not, and points it out.

EXERCISE

Explain in your own words the meaning of the last two lines of the poem.

2. After the Rain

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun ;
The oldest and youngest
Are at work with the strongest ;
The cattle are grazing,
Their heads never raising ;
There are forty feeding like one.

Like an army defeated
The snow hath retreated,
And now doth fare ill
On the top of the bare hill.
The ploughboy is whooping—anon—anon !
There's joy on the mountains ;
There's life in the fountains ;
Small clouds are sailing,
Blue sky prevailing ;
The rain is over and gone.

WORDSWORTH

Here is a good description of a scene soon after the rain.

These stanzas give, as it were, a moving picture of the place. Of course it is a word-picture and not a colour-picture such as a painter

can draw on paper or canvas. Note the many objects in this word-picture—their colour, their loveliness, and, above all, the joy of life all around.

QUESTIONS AND EXERCISES

1. What animals are named in the poem ?
2. What are the inanimate objects named in the poem ?
3. What colours are mentioned ? Of what objects ?
4. Which objects or animals have been ' pictured ' most accurately ? Point out the line (or lines) in which they are so pictured.
5. In lines 11 and 12 there is a comparison made. What is the word which shows that two things are compared ? What are the things compared ? In what way are they alike ?

3. Pigeons

I clap a hand upon a hand,
And fourteen sudden wings expand,
And fourteen feet are folded up
On doves that rim the sky's blue cup ;

And round they float like blossoms borne
Upon a floating bough of thorn
Till down they flutter, one by one,
Like blossoms when the summer's done.

I clap a hand upon a hand,
And suddenly the air is fanned
By seven blue birds near as light
As the blue air whereon they smite.

I watch them from my window-sill,
And round they go, and up, until
The wing-wind of my pigeons seven
Blows open the shut door of Heaven.

W. THORLEY

A certain lover of good poems says about this one, 'If you have watched pigeons you will know that this poem tells *exactly* how they fly. How at the clapping of the hands their "sudden wings expand", their feet fold up, they float round in the air like blossoms, and like blossoms they float down one by one. Poets observe the flowers, the birds, the animals and other creatures of nature very, very carefully; then they can tell us *exactly* what they have seen.'

Note the number of words like *float, folded, flutter, blue, blossoms, blows*. How their *f, fl, b, bl*, sounds seem to echo or imitate the soft beating of doves' wings in the air!

QUESTIONS AND EXERCISES

1. Of how many pigeons does the poet speak in the first four lines?
2. What do they do when the poet claps his hands?
3. What is the poet's fancy about the shape of the sky?
4. In lines 5-8 the poet compares the pigeons to blossoms. How does he keep up the comparison when they (a) float, (b) flutter down?
5. How could the air be *fanned* by the birds?
6. Why is the air said to be blue? (See line 12.)
7. The poem has many lines suggesting 'word-pictures'. Quote some.
8. What do you think the last two lines mean?

4. Silver

Slowly, silently, now the moon
Walks the night in her silver shoon* ;
This way, and that, she peers, and sees
Silver fruit upon silver trees ;
One by one the casements catch
Her beams beneath the silvery thatch ;
Couched in his kennel, like a log,
With paws of silver sleeps the dog ;

* The old plural of 'shoe'.

From their shadowy cote the white breasts peep
Of doves in a silver-feathered sleep ;
A harvest mouse goes scampering by,
With silver claws, and silver eye ;
And moveless fish in the water gleam,
By silver reeds in a silver stream.

W. DE LA MARE

' *Silver, silver, silver moonlight everywhere !* ' That seems to be the poet's outburst of joy, and his joy overspreads the world. Do *you* share his feelings while reading the poem ?

QUESTIONS AND EXERCISES

1. How does the moon move ?
2. Make a list of all the objects or animals which appear to be ' silver '.
3. Write a summary of the poem.
4. Write a paragraph describing a moonlight scene you have enjoyed.

5. The Night

The night was creeping on the ground ;
She crept and did not make a sound
Until she reached the tree, and then
She covered it, and stole again
Along the grass beside the wall.
I heard the rustle of her shawl
As she threw blackness everywhere
Upon the sky and ground and air
And in the room where I was hid :
But no matter what she did
To everything that was without,
She could not put my candle out,
So I stared at the night, and she
Stared back solemnly at me.

J. L. STEPHENS

The poet fancies that Night has life. It is the picture of a dark, dark night, throwing blackness everywhere—just the opposite of what you read in the poem just before this—‘Silver’. Compare the two poems.

QUESTIONS AND EXERCISES

1. Explain correctly the exact meaning of ‘creeping’.
2. How did the night creep? Over what objects or places did she creep?
3. Did she make any sound while creeping? What? Where?
4. Where did she throw blackness?
5. What could the night *not* do?
6. What did the poet do to the night? How did she answer?
7. Form sentences of your own using ‘no matter’ and ‘to put out’.
8. Fill up the blanks in the following so as to suggest fitting comparisons:—
 - (a) The night was creeping like.....
 - (b) She stole along the grass like.....
 - (c) The rustle of her shawl was like.....
 - (d) She stared solemnly back at me like.....
 - (e) The night was black as.....

6. In the Train

As we rush, as we rush in the Train,
The trees and the houses go wheeling back,
But the starry heavens above the plain
Come flying on our track.

All the beautiful stars of the sky,
The silver doves of the forest of Night,
Over the dull earth swarm and fly,
Companions of our flight.

JAMES THOMSON

If you have noticed from a window in a railway carriage how the trees and houses 'go wheeling back', and how the stars appear on a dark night, you will easily understand this delightful poem. There is a double charm in the poem: on the one hand the poet describes *exactly* what he saw; on the other, he lets his fancy play freely.

QUESTIONS AND EXERCISES

1. How do the trees and houses appear from a rushing train?
2. How do the 'starry heavens' appear from a moving train?
3. (a) What are the 'silver doves'?
- (b) To what 'forest' do they belong?
- (c) Where do they seem to fly?
4. How would you express the idea of each of the following in simple language?—(a) go wheeling back; (b) the starry heavens; (c) the silver doves of the forest of night; (d) swarm and fly.
5. Do you think there are word-pictures in the poem? Quote a line or lines to give one instance, and describe the same word-picture in your own words.

7. The Fountain

Into the sunshine, full of the light,
Leaping and flashing from morn till night!

Into the moonlight, whiter than snow,
Waving so flower-like when the winds blow!

Into the starlight, rushing in spray,
Happy at midnight, happy by day;

Ever in motion, blithesome and cheery,
Still climbing heavenward, never weary;

Glad of all weathers, still seeming best,
Upward or downward, motion thy rest;

Full of a nature nothing can tame,
Changed every moment, ever the same;

Ceaseless aspiring, ceaseless content,
Darkness or sunshine thy element ;

Glorious fountain, let my heart be
Fresh, changeful, constant, upward, like thee !

J. R. LOWELL

Read the poem several times, till the verses haunt your memory.

That is the best way of enjoying a poem like this. Perhaps you will then feel these verses themselves ' leap and flash ' in your mind like a fountain.

QUESTIONS AND EXERCISES

1. How does the fountain behave in (a) sunlight, (b) moonlight, and (c) starlight ?
2. Explain the exact meaning of the following phrases, and say in each case how far they apply to the fountain :—(a) waving so flower-like ; (b) motion thy rest ; and (c) ceaseless aspiring.
3. What wish is raised by the fountain in the poet's heart ?
4. Write a paragraph of about eight lines describing any fountain you have seen, together with the scenery around it.

8. The Brook

I come from haunts of coot and hern,
I make a sudden sally
And sparkle out among the fern,
To bicker down a valley.

By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorps, a little town,
And half a hundred bridges.

Till last by Philip's farm I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.

I chatter over stony ways,
In little sharps and trebles,
I bubble into eddy bays,
I babble on the pebbles.

With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.

I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.

TENNYSON

The brook is made to tell its own story. This is another poem that should be read several times to be enjoyed fully. Notice the delicious repetition of the same or similar sounds in some of the lines, e.g. 'For *men may come* and *men may go*', '*with willow-weed* and *mallow*'. As the lines in *The Fountain* seem to 'leap and flash' like a fountain, some lines in this poem seem to 'bubble and babble' like a brook.

The charm of some poems is due to the happy repetition of the same or similar sounds.

QUESTIONS AND EXERCISES

1. Name all the words in the poem suggesting the *movements* of the brook.
2. Name all the words suggesting the *sounds* made by the brook.
3. Name all the things and places by which the brook passes.
4. Find the two or three lines which you find sweetest to hear or recite. Say if you can, in each case, by what trick of word-arrangement the poet produces such sweetness.
5. Write in your own words the autobiography (or life-history told in the first person) of the brook.

9. The Wayside Inn

I halted at a pleasant inn,
As I my way was wending ;
A golden apple was the sign
From knotty bough depending.
Mine host—it was an apple tree—
Did smilingly receive me,
And spread his choicest, sweetest fruit,
To strengthen and relieve me.
Full many a little feathered guest
Came through his branches springing ;
They hopped and flew from spray to spray,
Their notes of gladness singing.
Beneath his shade I laid me down,
And slumber sweet possessed me ;
The soft wind blowing through the leaves
With whispers low caressed me.
And when I rose and would have paid
My host, so open-hearted,
He only shook his lofty head ;
I blessed him and departed.

From the German

The feeling of pleasure and thankfulness for the shelter he enjoyed at ' the wayside inn ' is the poet's subject here.

QUESTIONS AND EXERCISES

1. Where did the poet halt ? Was it a real inn ?
2. What is a ' sign ' of an inn ? What was the sign of the inn here ?
3. Who was the poet's host ?
4. How did the host receive him ?
5. Who were the other ' guests ' at the ' inn ' ?
6. How did these other ' guests ' behave ?
7. Where did the poet lie down ?
8. How did he enjoy his sleep ?

9. How did he pay the host ?
10. Give a summary of the poem.
11. Form sentences of your own using the following :—
 (a) to wend ; (b) many a ; (c) to lie ; (d) to lay ; (e) *whisper*
 (*noun*) ; (f) to whisper.

10. Spring

Spring, the sweet Spring, is the year's pleasant king ;
 Then blooms each thing, then maids dance in a ring,
 Cold doth not sting, the pretty birds do sing—
 Cuckoo, jug-jug, pu-we, to-witta-woo !

The palm and may make country houses gay,
 Lambs frisk and play, the shepherds pipe all day,
 And we hear aye* birds tune this merry lay†—
 Cuckoo, jug-jug, pu-we, to-witta-woo !

The fields breathe sweet, the daisies kiss our feet,
 Young lovers meet, old wives a-sunning sit,
 In every street these tunes our ears do greet—
 Cuckoo, jug-jug, pu-we, to-witta-woo !
 Spring, the sweet Spring !

T. NASH

The poem has many delightful pictures of the English countryside in Spring—dancing maidens, singing birds, frisking lambs, piping shepherds, sweet fields, flowers at our feet—everything that is pleasing and delightful.

Notice the clever arrangement of rhymes in each stanza. A word in the middle of each line rhymes with the last word of the same line, and the last word of each line rhymes with the last words of two other lines in the same stanza. This is one reason why the poem is so full of music.

Another reason for the sweetness of the poem will be found in the 'refrain' (i.e. the line repeated at the end of each stanza) in the poem. The four words, '*cuckoo, jug-jug, pu-we, to-witta-woo*' imitate the singing of four different birds of Spring.

* Always.

† Song.

The palm and may (mentioned in the fifth line) are English shrubs, whose leaves are often used for decoration.

QUESTIONS AND EXERCISES

1. Why is Spring called the year's king ?
2. How do bird, beast, and man express their joy in Spring ?
3. Name words used to describe the sounds made by some of the animals you know ; e.g. the crow *caws*, the cock *crows*, etc.
Which of these words imitate the cries of the animals ?
4. Explain clearly :—
(a) The daisies kiss our feet.
(b) The fields breathe sweet.

11. Roses

You love the roses—so do I. I wish
The sky would rain down roses, as they rain
From off the shaken bush. Why will it not ?
Then all the valley would be pink and white
And soft to tread on. They would fall as light
As feathers, smelling sweet : and it would be
Like sleeping and yet waking, all at once.

GEORGE ELIOT

QUESTIONS AND EXERCISES

1. What is the writer's wish about roses ?
2. What would the valley be like if it rained roses ?
3. How would the roses seem to fall ?
4. How would the writer feel if it rained roses ?
5. Paraphrase the poem.
6. Fill in the blanks in the following so as to give suitable comparisons :—
(a)is pink as a rose.
(b)is white as.....
(c)is soft as.....
(d)is light as.....

12. The Useful Plough

A country life is sweet !
 In moderate cold and heat,
 To walk in the air, how pleasant and fair !
 In every field of wheat,
 The fairest of flowers adorning the bowers,
 And every meadow's brow ;
 So that, I say, no courtier may
 Compare with they who clothe in grey,
 And follow the useful plough.

 They rise with the morning lark,
 And labour till almost dark,
 Then folding* their sheep, they hasten to sleep ;
 While every pleasant park
 Next morning is ringing with birds that are singing
 On each green, tender bough.
 With what content and merriment
 Their days are spent, whose minds are bent
 To follow the useful plough !

Old Song

QUESTIONS AND EXERCISES

1. What pleasures of country life have been suggested in the first six lines of the poem ?
2. Who are ' they who clothe in grey ' ?
3. When do the country folk rise ?
4. When do they go to sleep, and what do they find when they awake ?
5. Paraphrase the second stanza.

13. A Day

Clear had the day been from the dawn,
 All chequered was the sky,
 Thin clouds like scarfs of cobweb lawn
 Veiled heaven's most glorious eye.
 Shutting in the sheep-fold, the enclosure for sheep.

The wind had no more strength than this,
 That leisurely it blew,
 To make one leaf the next to kiss
 That closely by it grew.

M. DRAYTON

QUESTIONS AND EXERCISES

1. How does the poet describe (a) the day, (b) the sky?
2. To what does the poet compare the clouds?
3. How strong was the wind?
4. What was the wind's effect on the leaves? Quote lines to support your answer.
5. Do you find any 'word-pictures' in this poem? Quote the line or lines containing the one you like best, and explain the same.
6. Explain:—(a) chequered; (b) scarfs of cobweb lawn; (c) heaven's most glorious eye; (d) leisurely.
7. The poet compares thin clouds to 'scarfs of cobweb lawn'. To what would you compare (a) the chequered sky, (b) the kissing leaves? Give your answer by filling in the blanks in the following:—
 (a) The chequered sky was like
 (b) The leaves kissed each other like.....

14. Is the Moon Tired?

Is the moon tired? She looks so pale
 Within her misty veil;
 She scales the sky from east to west,
 And takes no rest.
 Before the coming of the night
 The moon shows papery white;
 Before the dawning of the day
 She fades away.

C. G. ROSSETTI

QUESTIONS AND EXERCISES

1. How does the moon look?
2. Why does she look so?

3. In what direction does she climb up ?
4. How does she look before nightfall ?
5. When does she fade away ?
6. Reproduce the passage in simple prose.
7. Explain :—(a) her misty veil ; (b) papery white ; (c) is tired ; and (d) takes no rest.
8. There are certain lines in the poem in which the moon is spoken of as if she behaved like a living being. (a) Which are those lines ? (b) How is she said to behave in each such case ?

15. The Dove

I had a dove, and the sweet dove died ;
 And I have thought it died of grieving :
 O, what could it grieve for ? Its feet were tied
 With a silken thread of my own hands' weaving ;

Sweet little red feet ! why should you die—
 Why should you leave me, sweet bird ! why ?

You lived alone in the forest tree,
 Why, pretty thing ! would you not live with me ?
 I kiss'd you oft and gave you white peas ;
 Why not live sweetly, as in the green trees ?

KEATS

QUESTIONS AND EXERCISES

1. What do you think the poet suspected the dove died of ?
2. How had the poet kept and treated the bird ?
3. Where did the bird live before it was caught by the poet ?
4. What is the poet's lament about the bird's death ?
5. What is the lesson the poem is meant to teach ?
6. Reproduce the main idea of the poem. You may use the following hints :—
 A dove—in forest—green trees—lives sweetly—alone—poet captures—feet tied—with what ?—who wove it ?—the poet's kisses—peas—the bird dies—why ?—poet's lament.

CHAPTER XVIII

PASSAGES OF PROSE AND VERSE

FOR STUDY, PARAPHRASE AND LEARNING BY HEART

GROUP I

1. Beauty

Never lose an opportunity to see anything beautiful. Beauty is God's handwriting: welcome it, then, in every fair face, every fair sky, every fair flower, and be sure that yet gayer meadows and yet bluer skies await thee in the world to come.

2. Service

I expect to pass through this world but once. Any good work, therefore, any kindness, or any service I can render to any soul of man or animal, let me do it now! Let me not neglect or defer it, for I shall not pass this way again.

3. Rest

Rest is not idleness, and to lie on the grass under the trees on a summer's day, listening to the murmur of water, or watching the clouds float across the sky, is by no means waste of time.

4. Home

When I speak of home, I speak of the place where those I love are gathered together; and if that place were a gipsy's tent or a barn, I should call it by the same good name notwithstanding.

5. Nature's Way

Mischief may easily be done quickly, but good and beautiful work is generally done slowly; you will find no boldness in the way a flower or a bird's wing is painted: and if Nature is not bold at *her* work, do you think you ought to be at *yours*?

6. 'What do you Like?'

The first, and last, and closest trial question to any living creature is, 'What do you like?'

Tell me what you like, and I'll tell you what you are. Go out into the street and ask the first man or woman you meet what his or her 'taste' is, and if they answer truly, you know them, body and soul.

7. Books worth Reading

No book is worth reading which is not worth much; nor is it serviceable until it has been read, and re-read, and loved, and loved again; and marked, so that you can refer to the passages you want in it, as a soldier can seize the weapon he needs in an armoury, or a housewife bring the spice she needs from her store.

8. The Age of Iron

The present age has been called the Age of Iron; for we do most things with the help of this metal. Most of the works, which till lately could only be done by the hand, can now be done with machinery; and almost all machinery is made of iron. We sleep on iron, float on iron, travel on iron, build houses with iron, and span rivers with iron.

9. The Whale

The whale is seen generally floating like a huge boat on the surface of the sea, as if it were asleep. But its power of hearing is quick; and if it is suddenly startled, it dives rapidly down, sometimes to a depth of a quarter of a mile, and at the rate of seven or eight miles an hour. Its smooth and oily skin, not being covered with hair, helps it to glide rapidly through the water.

10. Presence of Mind

In danger some are so confounded by fright, that they are quite unable to do anything for their own protection or relief. The danger is thus greatly increased, and they may be hurt or killed, when others would escape. In all dangers, it is of the greatest consequence not to

give way to alarm. We ought to try to keep ourselves calm and watchful, so as to be able to do all that can be done to escape the impending evil. This is called preserving our presence of mind—a quality which is always admirable.

11. Heroism

One who boldly faces danger is called a hero. It is proper to meet danger with boldness for any good end, as, for instance, to save a fellow creature from injury or death, to protect our lives and property from a robber, and to defend our native country from the attacks of enemies. But there is no merit in being bold for a bad end. A robber may be brave; one nation attacking another, for the mere purpose of injuring it, may be very brave; but bravery in these cases is not heroism.

12. Books

Books are delightful society. If you go into a room filled with books, even without taking them down from their shelves, they seem to speak to you, seem to welcome you, seem to tell you that they have something inside their covers that will be good for you, and that they are willing and desirous to impart it to you. Value them, and endeavour to turn them to account.

13. Letters

The natives of the east say that the interchange of letters is 'the meeting of hearts'. This is a very good saying. Hearts undoubtedly meet hearts in correspondence. How the heart rejoices and bounds at the sight of the handwriting of a beloved friend! How it overflows with delight, how it warms, expands, and boils over in reading the affectionate language which one knows to have been poured forth from a congenial heart!

14. The Little Brook

There was a little shallow brook that ran between low banks, scarcely a child's leap wide, feeding a foot or two of bordering grassland, here and there some tufts of water-flowers and cresses, tall sedge, rushes and

reeds. And when it bubbled past a poor man's cot, he and his household came and drank of it, and all the children loved it for its flowers and counted it a playmate made for them.

15. The Thought of Self

The good servant prefers his employer to himself. The good employer considers the welfare of his servant more than his own profit. From the sweeping of a floor to the governing of a country—from the baking of a loaf to the watching by the sick-bed of a friend—there is the same rule everywhere. Let the thought of self intrude, let the worker but pause to consider how much reward his work will bring to him, and the power of his genius will be gone from him.

16. A Prayer

Father, we thank Thee for the night
And for the pleasant morning light,
For rest and food and loving care,
And all that makes the world so fair.
Help us to do the thing we should,
To be to others kind and good,
In all we do, in all we say,
To grow more loving every day.

UNKNOWN

17. The Sea

The sea is a jovial comrade,
He laughs wherever he goes ;
His merriment shines in the dimpling lines
That wrinkle his hale repose ;

He lays himself down at the feet of the sun,
And shakes all over with glee.
And the broad-backed billows fall faint on the shore,
In the mirth of the mighty sea !

BAYARD TAYLOR

18. Smiles

If I knew the box where smiles are kept,
No matter how large the key,
Or strong the bolt, I would try so hard
'Twould open, I know, for me.

Then over the land and the sea broadcast,
I'd scatter the smiles to play,
That the children's faces might hold them fast
For many and many a day.

ANONYMOUS

19. What the Leaves Said

The leaves said, 'It's spring ;
And here are we,
Opening and stretching
On every tree.'

The leaves said, 'It's summer ;
Each bird has a nest ;
We make the shadow
Where they can rest.'

The leaves said, 'It's autumn ;
Aren't we all gay ?'
Scarlet and golden
And russet were they.

The leaves said, 'It's winter ;
Weary are we.'
So they lay down and slept
Under the tree.

20. What the Star said

I cannot do much,' said a little star,
'To make the dark world bright !
My silvery beams cannot struggle far
Through the folding gloom of night !
But I am only a part of God's plan,
And I'll cheerfully do the best I can.'

ANONYMOUS

21. Speak the Truth

Oh 'tis a lovely thing for youth
To walk betimes in wisdom's way,
To fear a lie, to speak the truth,
That we may trust to all they say.
But liars we can never trust,
Tho' they should speak the thing that's true ;
And he that does one fault at first,
And lies to hide it, makes it two.

ANONYMOUS

22. Love

There grew a little flower once
That blossomed in a day,
And some said it would ever bloom,
And some said 'twould fade away ;
And some said it was Happiness
And some said it was Spring,
And some said it was Grief and Tears
And many such a thing ;
But still the little flower bloomed,
And still it lived and throve,
And men do call it ' Summer Growth ',
But angels call it ' LOVE '.

T. HOOD

23. The Violet

Down in a green and shady bed
A modest violet grew ;
Its stalk was bent, it hung its head,
As if to hide from view.

And yet it was a lovely flower,
Its colours bright and fair ;
It might have graced a rosy bower,
Instead of hiding there.

Yet thus it was content to bloom,
In modest tints arrayed ;
And there diffused a sweet perfume
Within the silent shade.

Then let me to the valley go,
This pretty flower to see ;
That I may also learn to grow
In sweet humility.

JANE TAYLOR

24. The Sea

The sea ! The sea ! The open sea !
The blue, the fresh, the ever free !
Without a mark, without a bound,
It runneth the earth's wide regions round ;
It plays with the clouds ; it mocks the skies ;
Or like a cradled creature lies.

I'm on the sea ! I'm on the sea !
I am where I would ever be ;
With the blue above, and the blue below,
And silence wheresoe'er I go ;
If a storm should come and awake the deep,
What matter ? I shall ride and sleep.

I love, O *how* I love to ride
 On the fierce, foaming, bursting tide,
 When every mad wave drowns the moon,
 Or whistles aloft his tempest-tune,
 And 'tells how goeth the world below,
 And why the sou'west blast do blow.

BARRY CORNWALL

25. The Camel

Camel, thou art good and mild,
 Docile as a little child ;
 Thou wast made for usefulness,
 Man to comfort, and to bless ;
 Thou dost clothe him, thou dost feed ;
 Thou dost lend to him thy speed ;
 And through wilds of trackless sand,
 In the hot Arabian land,
 Where no rock its shadow throws,
 Where no cooling water flows ;
 Where the hot air is not stirred
 By the wing of singing bird ;
There thou goest, untired and sleek,
 Day by day and week by week.

MARY HOWITT

GROUP II

26. The Master

We are here in this world as in a wayside inn, in which the Master has arranged everything really needful to us travellers, and has gone away himself, leaving instructions how we should behave in this temporary shelter.

27. Ruin

Far and wide lay a ruined country, yielding nothing but desolation. Every green leaf, every blade of grass, and blade of grain, was as

shrivelled and poor as the miserable people. *Everything was bowed down, dejected, oppressed, and broken. Habitations, fences, domesticated animals, men, women, children and the soil that bore them—all worn out.

28. Boyhood

I like to think of a well-natured boy, brave and gentle, warm-hearted and loving, and looking the world in the face with honest eyes. What bright colours it wore then, and how you enjoyed it ! A man has not many years of such time. He does not know them whilst they are with him. It is only when they are passed long away that he remembers how dear and happy they were.

29. Peace—A Prophecy

They shall beat their swords into ploughshares, and their spears into pruning-hooks. Nation shall not lift up sword against nation, neither shall they learn war any more. But they shall sit every man under his vine and under his fig-tree ; and none shall make them afraid.

30. Duty

I tell you—it may be for the hundredth time, but it is the very truth—that this is the working day ; that this is the watching hour ; and that our supreme duty is to work until the day is done and darkness falls upon the fields ; to watch—until the hour is ended.

31. Forgiveness

The brave only know how to forgive—it is the most refined and generous pitch of virtue human nature can arrive at.

Cowards have done good and kind actions,—cowards have even fought, nay, sometimes, even conquered ; but a coward never forgave. It is not in his nature ; the power of doing it flows only from strength and greatness of soul.

32. Character

There is just this difference between the making of a girl's character and a boy's—you may chisel a boy into shape, as you would a rock, or hammer him into it, if he be of a better kind, as you would a piece of bronze. But you cannot hammer a girl into anything. She grows as a flower does.

33. Music

Give us, oh, give us the man who sings at his work ! Be his occupation what it may, he is equal to any of those who follow the same pursuit in silent sullenness. He will do more in the same time, he will do it better, he will persevere longer. A soldier is scarcely sensible to fatigue whilst he marches to music. The very stars are said to make harmony as they revolve in their spheres.

34. Cricket

Until the last hundred years or so, cricket was rarely played even in England, the country of its origin ; but there is plenty of evidence as to its existence as a game in the sixteenth century, and probably earlier even than that. But it is chiefly in modern times that cricket has become popular with all classes. There are several peculiarities in which cricket stands unrivalled. First, it unites all classes, the peer and the peasant sometimes playing in the same eleven. Secondly, there is no gambling associated with it, as in horse-racing. Thirdly, it has a healthy tendency.

35. Changes in the reign of Queen Victoria

During the reign of Queen Victoria the conditions of life in this and other lands underwent changes greater perhaps than were witnessed in any other reign in history. The railway, the steamship, and the telegraph, by quickening communication, drew together the ends of the earth in ways undreamed of by earlier ages. Newspapers kept the public informed as never before of the course of events in their own and other lands. Science opened up new worlds to human knowledge and brought new resources to the help of man.

36. Fighting in Ancient and Modern Times

In the present day it is not necessary that generals or great officers should fight with their own hands, because it is their duty to direct the movements and exertions of their followers. The artillery and the soldiers shoot at the enemy, and men seldom mingle and fight hand to hand. But in the ancient times, kings and great lords were obliged to put themselves into the very front of the battle and fight like ordinary men with the lance and other weapons. It was, therefore, of great consequence that they should be strong men and dexterous in the use of their arms.

37. Short Words

In writing, a short word is better than a long one. I am fond of telling the story of the words which a distinguished friend of mine used in accepting a hard post of duty. He said, 'I do not think I am fit for this post. But my friends say I am, and I trust them. I shall take it, and when I am in it, I shall do as well as I can.' It is a very grand speech. Observe that it has not one word more than one syllable. As it happens, also every word is pure English—there is not one word of foreign derivation. Yet this was a learned man who, if he chose, could have said the whole in Latin.

38. How to Behave

A little thought will show you how vastly your happiness depends on the way other people bear themselves towards you. The looks and tones at your breakfast table, the conduct of your fellow-workers or employers, the faithful or unreliable men you deal with, what people say to you in the street, the way your cook and housemaid do their work, the letters you get, the friend or foe you meet,—these things make up very much of the happiness or misery of your day. Turn the idea round, and remember that just so much are you adding to the happiness or the misery of other people's days. Whether any particular day shall bring to you more of happiness or of suffering is largely beyond your power to determine. Whether each day of your life shall give happiness or suffering to others rests with yourself.

39. The Ways of Wild Animals

Few wild animals seek their prey in the daytime ; they are then generally deterred by their fears of man in the inhabited countries and by the excessive heat of the sun in those extensive forests that lie towards the south, and in which they reign the undisputed tyrants. As soon as the morning, therefore, appears, the carnivorous animals retire to their dens ; and the elephant, the horse, the deer, and all smaller kinds, those inoffensive tenants of the plain, make their appearance. But again at nightfall, the state of hostility begins ; the whole forest then echoes to a variety of different howlings. Nothing can be more terrible than an African landscape at the close of evening.

40. Cleanliness

The old adage, ' Cleanliness is next to godliness ', has much more truth in it than you may imagine, and you will appreciate the truth more and more as you grow older. Those of you who know anything about physiology will not require to be told that a great deal of the waste matter in our bodies escapes by means of the skin, which contains many millions of tiny drain-pipes called ' pores '. If we neglect the frequent washing of our bodies, these pores get choked up, and the waste matters cannot escape. ' Remember,' once said a great physician to his pupils, ' that dirt, darkness and disease all commence with the same letter.'

41. How to Study

A lesson is easily spoilt by being interrupted, every now and then, with some question raised on one subject or another. You cannot study to advantage if any conversation is allowed in the room. But what if you find a word in your lesson, whose meaning or whose parsing you cannot determine ? What is to be done ? May you not ask your friend ? I reply, No. Keep the room silent. If you wish to review and compare together, then begin half an hour earlier and pause half an hour before the end of the lesson ; and in this time go over the work together. Have the words about which you doubted just marked with a pencil, and then settle their meaning and their relations. This review

should not take place till you have individually exhausted your efforts upon the lesson, and until you have definitely thought over every word and every sentence.

42. How to Write a Letter

Maria intended a letter to write.

But could not begin (as she thought) to indite ;
So went to her mother with pencil and slate,
Containing ' Dear Sister,' and also a date.

' With nothing to say, my dear girl, do not think
Of wasting your time over paper and ink ;
But certainly this is an excellent way,
To try with your slate to find something to say.

' I will give you a rule,' said her mother, ' my dear,
Just think for a moment your sister is here,
And what would you tell her ? Consider and then,
Though silent your tongue, you can speak with your pen.'

ELIZABETH TURNER

43. Golden Rules for the Young

In batting, hold your bat upright,
Play every ball with all your might.
In bowling, never exceed your strength,
Keep straight, but vary pace and length.
In fielding, two hands to the ball ;
A butter-fingers is worst of all.

From *The Boy's Own Paper*

44. Wind Song

I am the Wind that blows so high,
Puffing the clouds about the sky,
Turning the windmills round so fast,
Filling the sails as I go past,
Wafting the fragrance of the flowers
Into the weary city doors,
Driving the smoke and smells away,
All on a windy day !

I am the Wind that blows so low,
Dusting the daisies as I go,
Cooling the children's golden heads,
Soothing the sick in fevered beds,
Frothing the waves upon the beach,
Piling the mosses in your reach,
Rolling the shells for happy play,
All on a breezy day !

I am the Wind that blows so loud,
Bringing the fog and rain and cloud,
Sweeping the rocks and trees and soil,
Cleansing the world of stain of toil.
Foam of the rain and water's rush,
Follow my mighty scrubbing brush !
This is the Lord's house-cleaning way,
All on a stormy day !

S. C. BRYANT

45. Rain in Summer

How beautiful is the rain !
After the dust and the heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain !

How it clatters along the roofs,
Like the tramp of hoofs !
How it gushes and struggles out
From the throat of the overflowing spout !

Across the window-pane
It pours and pours ;
And swift and wide
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain !

In the country, on every side,
Where far and wide,
Like a leopard's tawny and spotted hide,
Stretches the plain,
To the dry grass and the drier grain
How welcome is the rain !

LONGFELLOW

46. Only a Baby Small

Only a baby small,
Dropped from the skies,
Only a laughing face,
Two sunny eyes ;
Only two cherry lips,
One chubby nose ;
Only two little hands,
Ten little toes.

Only a golden head,
Curly and soft ;
Only a tongue that wags
Loudly and oft ;
Only a little brain
Empty of thought ;
Only a little heart
Troubled with naught.

Only a tender flower
Sent us to rear ;
Only a life to love
While we are here ;
Only a baby small,
Never at rest ;
Small, but how dear to us,
God knoweth best.

MATTHIAS BARR

47. Envy of Another's State

The lion craves the fox's art ;
The fox, the lion's force and heart.
The cock implores the pigeon's flight,
Whose wings are rapid, strong and light ;
The pigeons strength of wing despise
And the cock's matchless valour prize.
The fishes wish to graze the plain,
The beasts to skim beneath the main ;
Thus, envious of another's state,
Each blames the partial hand of fate.

J. GRAY

48. The Arrow and the Song

I shot an arrow into the air,
It fell to earth, I knew not where ;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where ;
For who has sight so keen and strong
That it can follow the flight of song ?

Long, long afterward, in an oak
I found the arrow, still unbroke ;
And the song, from beginning to end,
I found again in the heart of a friend.

LONGFELLOW

49. Answer to a Child's Question

Do you ask what the birds say ? The sparrow, the dove,
The linnet and thrush say, ' I love and I love ! '
In the winter they are silent—the wind is so strong ;
What it says, I don't know, but it sings a loud song.
But green leaves and blossoms and sunny warm weather,
And singing and loving all come back together.

But the lark is so brimful of gladness and love,
 The green fields below him, the blue sky above,
 That he sings, and he sings ; and for ever sings he
 ' I love my love, and my love loves me ! '

COLERIDGE

50. To Sleep

A flock of sheep that leisurely pass by,
 One after one ; the sound of rain, and bees
 Murmuring ; the fall of rivers, winds and seas,
 Smooth fields, white sheets of water, and pure sky ;
 I have thought of all by turns, and yet do lie
 Sleepless ! and soon the small birds' melodies
 Must hear, first uttered from my orchard trees ;
 And the first cuckoo's melancholy cry.
 Even thus last night, and two nights more, I lay,
 And could not win thee, sleep, by any stealth :
 So do not let me wear to-night away :
 Without thee what is all the morning's wealth ?
 Come, blessed barrier between day and day,
 Dear mother of fresh thoughts and joyous health !

WORDSWORTH

GROUP III

51. Concentration

Make it the first object to be able to fix and hold your attention upon your studies. He who does this has mastered many and great difficulties ; he who cannot do it will in vain look for success in any department of study. Someone says, ' To effect any purpose in study, the mind must be concentrated. If any other object plays on the fancy than that which ought to be exclusively before it, the mind is divided, and both are neutralized so as to lose their effect—just as when I learnt two systems of shorthand. I was familiar with Gurney's method and wrote it with ease, but when I took it into my head to learn Byron's, they destroyed each other, and I could write neither.'

52. The Spider

Of all solitary insects I have ever observed, the spider is most sagacious ; and its actions, to me who have attentively considered them, seem almost to exceed the belief. This insect is formed by nature for a state of war, not only upon other insects but upon its own species. For this state nature seems to have perfectly well formed it. Its head and breast are covered with a strong natural coat of mail, which is impenetrable to the attacks of every other insect ; and its belly is enveloped in a soft pliant skin, which eludes the sting of a wasp. Its legs are terminated by strong claws, not unlike those of a lobster ; and their vast length, like spears, serves to keep every assailant at a distance.

53. Locusts

Locusts begin their ravages while they are still young and wingless. Travellers in the East describe the march of an army of young locusts as resembling the irresistible advance of a living deluge. They cover the landscape by millions on millions, so that the whole earth seems to be moving in a mass. The noise of their progress has been compared to that of a heavy shower of rain falling on a thick forest. Hunger is the impulse that drives them forward. They eat while they march, and they march that they may eat. When their appetite fails, they become sluggish, and fast till hunger returns. Then they march again, devouring every green thing in their way, and leaving gardens and hillsides as bare as a sandy desert.

54. The Musk-Deer

The most singular animal known in the Himalayas is the musk-deer, a creature timid and wild to excess ; it lives secluded from the sight of man, and indeed of every other animal but its own species, inhabiting the most inaccessible heights and living among precipices that defy the approach of human foot, in a neighbourhood where the cold is intense and the snows are eternal. It is seldom seen at a height lower than 12,000 feet above the sea, though sometimes forced to quit the heights in search of pasture, which is scanty in proportion as the snowy regions are approached. The musk-deer, when full grown, is about the size of a calf six months old. The animal is extremely active and

so shy that it is difficult to be met with, and no less difficult to be secured when killed. The musk is contained in a small bag under the belly. The musk-deer is so rare that, whenever one is seen, the whole population of the district quit their homes to join in the chase.

55. Clouds in the Open Sky

If in our moments of utter idleness we turn to the sky, which of its phenomena do we speak of?

One says it has been wet, and another, it has been windy, and another, it has been warm. Who among the whole chattering crowd can tell me of the forms of the chain of tall white mountains that girded the horizon at noon yesterday? Who saw the narrow sunbeam that came out of the south, and smote upon their summits until they melted and mouldered away in a dust of blue rain? Who saw the dance of the dead clouds, when the sunlight left them last night? All has passed, unregretted as unseen.

56. The Sky

It is a strange thing how little in general people know about the sky. It is the part of creation in which Nature has done more for the sake of pleasing man—more for the sole and evident purpose of talking to him, and teaching him, than in any other of her works; and it is just the part in which we least attend to her.

There is not a moment of any day of our lives when Nature is not producing scene after scene, picture after picture, glory after glory, that it is quite certain that it is all done for us, and intended for our perpetual pleasure.

57. A King's Generosity

Alfred the Great, who died in the year 900, was of a most remarkable disposition and, we would hope, of genuine piety. During his retreat at Athelney, in Somersetshire, after his defeat by the Danes, a beggar came to his little castle and requested alms. His queen informed Alfred that they had but one loaf remaining, which was insufficient for themselves and their friends, who were gone in search of food, though with little hope of success. The king replied—'Give the

poor Christian one half of the loaf. He that could feed five thousand men with five loaves and two fishes, can certainly make the half loaf suffice for more than our necessity.' The poor man was accordingly relieved, and Alfred's people shortly after returned with a store of fresh provisions.

58. Constancy

Look hopefully at the distance. The world is before you ; and it is most probable that, as you enter it, so it will receive you. Trust in nothing but in Providence and your own efforts. Constancy in love is a good thing : but it means nothing and is nothing, without constancy in every kind of effort. If you had the abilities of all the great men, past and present, you could do nothing well without sincerely meaning anything, and setting about it. If you entertain the thought that any real success, in great things or in small, ever was or could be, ever will or can be, wrested from Fortune by fits and starts, leave that wrong idea here.

59. Habit

When we do a thing for the first time, we have to think about it ; but the oftener we do it the easier it becomes, till at last it is a habit, and is done without any effort of the will. When we first learn to write, we have to think about the shape of each letter, but in time the muscles of the arm and hand form the letters involuntarily. Then, in their turn, we learn spelling, grammar, and the rules of composition ; and the more we write the less we have to think about these things—they become a habit. Habits were intended for our good ; and it is well to bear in mind that it is just as easy to form a good habit as a bad one, and just as difficult to break one off. Be assured that, if you are considerate towards others on every possible occasion, it will become as much a part of your nature as your tone of voice and your style of walking.

60. Haste and Hurry

A man of sense may be in haste, but can never be in a hurry, because he knows whatever he does in a hurry he must necessarily do very ill. He may be in haste to dispatch an affair ; but he will take care not to

let that haste hinder his doing it well. Little minds are in a hurry when the object proves (as it commonly does) too big for them ; they run, they worry, they puzzle, confound and perplex themselves ; they want to do everything at once, and never do anything at all. But a man of sense takes the time necessary for doing the thing he is about well ; and his haste to dispatch a business only appears by the continuity of his application to it : he pursues it with a cool steadiness and finishes it before he begins any other.

61. We Cannot Live Alone

From the moment we are born we cannot live alone ; we stand in continual need of the assistance of all around us, for body and soul and spirit ; we need clothes, which other men make ; houses, which other men must build ; food, which other men must produce ; we have to get our livelihood by working for others, while others get their livelihood in return by working for us. As children, we need our parents to be our comforters, to take care of us in body and mind. As we grow up we need the care of others ; we cannot exist a day without our fellow men ; we require teachers to educate us ; books and masters to teach us our trade ; and when we have learned it and settled ourselves in life, we require laws made by other men, perhaps by men who died hundreds of years before we were born, to secure to us our rights and property, to secure to us our comforts in our station ; and we need friends to comfort us in sorrow and in joy.

62. The Object of Life

It is impossible for a well-educated, intellectual or brave man to make money the chief object of his thoughts just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So all healthy-minded people like making money—ought to like it, and to enjoy the sensation of winning it ; but the main object of their life is not money ; it is something better than money. A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay—very properly so, and justly grumbles when you keep him long without it—still, his main notion of life is to win battles, not to be paid for winning them.

63. The Right-Minded Man

A right-minded man will shrink from seeming to be what he is not, or pretending to be richer than he really is, or assuming a style of living that his circumstances will not justify. He will have courage to live honestly within his means, rather than live dishonestly upon the means of other people ; for he who incurs debts in striving to maintain a style of living beyond his income, is in spirit as dishonest as the man who openly picks your pocket. To many this may seem an extreme view, but it will bear the strictest test. The honourable man, on the other hand, is frugal of his means, and pays his way honestly. He does not seek to pass himself off as richer than he is, or by running into debt, open an account with ruin. As that man is not poor whose means are small but whose desires are controlled, so that man is rich whose means are more than sufficient for his wants.

64. Children's Relations towards Parents

Children should learn to be honest, sincere and openhearted to their parents. An artful, hypocritical child is one of the most unpromising characters in the world. You should have no secrets which you are unwilling to disclose to your parents. If you have done wrong, you should openly confess it and ask that forgiveness which a parent's heart is ready to bestow. If you wish to undertake anything, ask their consent. Never begin anything in the hope that you can conceal your design. If you once strive to impose on your parents, you will be led on, from one step to another, to invent falsehoods, to practise artifice, till you will become contemptible and hateful. You will soon be detested and then none will trust you. Sincerity in a child will make up for many faults. Of children he is the worst who watches the eye of his parents, pretends to obey as long as they see him, but, as soon as they have turned away, does what they have forbidden.

65. The Choice of Work

The duty of every boy and every girl at the beginning of life is, as far as possible, to choose suitable work. It is not, of course, always possible for a boy or a girl, or man or woman, to get exactly the work which suits them best. In that case it is their duty to take what they

can. No really worthy man or woman will stand idle because they cannot find the work they think suits them best. It is when they have a chance to do either what is suitable to them, or what is unsuitable, that they should be careful. It is at such times that foolish people begin to consider: 'Shall I find this work lighter, or more genteel, or more easy to shirk?' Instead, wise people ask, 'Shall I make the best of myself at this work, or will that work suit me best?' Those who ask this and decide accordingly will be those who will be doing their duty to themselves and their country.

66. The Death of Children

'I am strong and vigorous,' says one; 'I have health of body and activity of mind, but I am doomed to chill penury!' 'I have wealth,' says another; 'my cup is full, kind fortune has smiled upon me; but I am condemned to drag about with me a suffering frame; my golden treasures are often a mockery to me, for I cannot enjoy them!' 'I have health and wealth,' says another, 'but yonder grave has plundered me of what wealth and health never can purchase back; wealth, if I lose it now, may come back again; health, if it leaves me now, may again smile upon me; but my children! my children! Those treasured barks in the sea of life that have gone down, no power can raise them again, or bring them to my side.'

67. My Land

She is a rich and rare land;
O! she's a fresh and fair land;
She is a dear and rare land—
This native land of mine.

No men than hers are braver—
Her women's hearts ne'er waver;
I'd freely die to save her,
And think my lot divine.

She's not a dull or cold land;
No! she's a warm and bold land;
O! she's a true and old land—
This native land of mine.

Could beauty ever guard her,
And virtue still reward her,
No foe would cross her border—
No friend within it pine !

O, she's a fresh and fair land ;
O, she's a true and rare land !
Yes, she's a rare and fair land—
This native land of mine.

THOMAS DAVIS

68. Nature's Voices

I cannot tell what you say, green leaves,
I cannot tell what you say :
But I know that there is a spirit in you,
And a word in you this day.

I cannot tell what you say, rosy rocks,
I cannot tell what you say :
But I know that there is a spirit in you,
And a word in you this day.

I cannot tell what you say, brown streams,
I cannot tell what you say : .
But I know that in you too a spirit doth live,
And a word doth speak this day.

CHARLES KINGSLEY

69. The Wonderful World

Great, wide, beautiful, wonderful World
With the wonderful water round you curled,
And the wonderful grass upon your breast—
World, you are beautifully drest.

The wonderful air is over me,
And the wonderful wind is shaking the tree ;
It walks on the water, and whirls the mills,
And talks to itself on the tops of the hills.

You friendly earth ! how far do you go,
With the wheatfields that nod, and the rivers that flow,
With cities and gardens, and cliffs, and isles,
And people upon you for thousands of miles ?

Ah, you are so great, and I am so small,
I tremble to think of you, World, at all !
And yet, when I said my prayers to-day,
A whisper beside me seemed to say—
' You are more than the earth, though you are such a dot :
You can love and think, and the Earth cannot ! '

W. B. RANDS

70. The Flowing Tide

Do you hear the noise of the waters as they hiss along the sand ?
Do you smell the salt sea-breeze again that rushes to the land ?
For the pools are brimming over, and the weary watch is o'er,
And the tide is racing home again across the level shore.

Look seaward o'er the billows ! from the fountains of the west
They are coming like an army, they are marching crest on crest ;
Oh ! the music and the freshness and the pulse of life once more
When the tide is racing home again across the level shore !

G. F. BRADBY

71. Daybreak

A wind came up out of the sea,
And said, ' O mists, make room for me.'

It hailed the ships, and cried, ' Sail on,
Ye mariners, the night is gone.'

And hurried landward far away,
Crying, ' Awake ! it is the day.'

It said unto the forest, ' Shout !
Hang all your leafy banners out ! '

It touched the wood-bird's folded wing,
And said, 'O bird, awake and sing.'

And o'er the farms, 'O chanticleer,
Your clarion blow; the day is near.'

It whispered to the fields of corn,
'Bow down, and hail the coming morn.'

LONGFELLOW

72. Night

The sun descending in the west,
The evening star does shine ;
The birds are silent in their nest,
And I must seek for mine.
The moon, like a flower
In heaven's high bower,
With silent delight
Sits and smiles on the night.
Farewell, green fields and happy grove,
Where flocks have taken delight ;
Where lambs have nibbled, silent move
The feet of angels bright :
Unseen they pour blessing
And joy without ceasing,
On each bud and blossom
And each sleeping bosom.

WILLIAM BLAKE

73. Farewell

The docks, the streets, the houses past us fly,
Without a strain the great ship marches by ;
Ye fleeting banks take up the words ye tell,
And say for us yet once again, farewell.

The waters widen—on without a strain
The strong ship moves upon the open main ;
She knows the seas, she hears the true waves swell,
She seems to say, farewell, again farewell.

The billows whiten and the deep seas heave ;
Fly once again, sweet words, to her I leave,
With winds that blow return, and seas that swell,
Farewell, farewell, say once again, farewell.

Fresh in my face and rippling to my feet
The winds and waves an answer soft repeat,
In sweet, sweet words far brought they seem to tell,
Farewell, farewell, yet once again, farewell.

Night gathers fast ; adieu, thou fading shore !
The land we look for next must lie before ;
Hence, foolish tears ! weak thoughts, no more rebel,
Farewell, farewell, a last, a last farewell.

CLOUGH

74. Mark Well Each Star

Mark well each star, whose rays
In distant splendour meet thy gaze ;
Each is a world by Him sustained,
Full of beings of every shade.

What then art thou, O child of clay !
Amid Creation's grandeur, say ?
Even as an insect on the breeze.
Even as a dew-drop lost in seas !

FELICIA HEMANS

75. Forgiveness

O Man, forgive thy mortal foe,
Nor ever strike him blow for blow :
For all the souls on earth that live
To be forgiven must forgive.
Forgive him seventy times and seven ;
For all the blessed souls in Heaven
Are both forgivers and forgiven.

TENNYSON

76. The Shepherd

How sweet is the shepherd's sweet lot !
From the morn to the evening he strays ;
He shall follow his sheep all the day,
And his tongue shall be fillèd with praise.

For he hears the lamb's innocent call,
And he hears the ewe's tender reply ;
He is watchful while they are in peace,
For they know when their Shepherd is nigh.

WILLIAM BLAKE

77. Go forth to Life

Go forth to life, oh ! child of Earth,
Still mindful of thy heavenly birth ;
Thou art not here for ease or sin,
But manhood's noble crown to win.

Thy passion's fires are in thy soul,
Thy spirit can their flames control ;
Though tempters strong beset their way,
Thy spirit is more strong than they.

Go on from innocence of youth
To manly pureness, manly truth ;
God's angels still are near to save,
And God himself doth help the brave.

Then forth to life, on ! child of Earth,
Be worthy of thy heavenly birth,
For noble service thou art here ;
Thy brothers help, thy God revere !

S. LONGFELLOW

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